DOCUMENT RESUME

ED 305 979 JC 890 207

TITLE Colleague 1989. An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York.
INSTITUTION State Univ. of New York, Albany.
PUB DATE 89
NOTE 64p.; Previously (1977-1985) published as "Insight."
PUB TYPE Viewpoints (120) -- Collected Works - General (020)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *College Instruction; Community Colleges; Computer Assisted Instruction; *Faculty Development; Grading; Interdisciplinary Approach; Peer Teaching; Professional Development; School Holding Power; Speech Therapy; Student Recruitment; *Teaching Methods; Tutoring; Two Year Colleges; *Writing Instruction

ABSTRACT

Designed as a means of communicating creative ideas in community college education, this second edition of Colleague contains 11 articles on instructional and administrative issues facing the community colleges of the State University of New York. The collection includes: (1) "Professional Growth and Development: An In-House Effort," by Alvin J. Marrow; (2) "Science, Technology, and Humanities: A Convergence," by Anthony W. Walsh; (3) "Making the Most of Peer Tutoring," by Patricia Wolf Wagner; (4) "The Network's Down: Practical Problems and Possible Solutions in Establishing a Word-Processing Program in a Writing Course," by John Desmond; (5) "Toward Global Awareness: A Faculty Development Program," by Wayne O'Sullivan; (6) "Research Report--Effect of Writing Skills Modular Instruction on Success of Developmental Writing Students," by Sally Carr; (7) "The Credit, Credit-Free Nexus," by Jesse Gugino, James Ross, and Renee Caya; (8) "Mitosis-Meiosis Square Dance," by Laura Zambrano; (9) "Recruitment Begins with Retention: Retention Begins with Recruitment," by Alan Seidman; (10) "Making the Grade: Educational Problems within the Grading System," by Saul Podhorzer; and (11) "Speech Intervention in a Community College: A Unique Approach," by Iris Weinhouse. (ALB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED305979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

H. Dullea

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

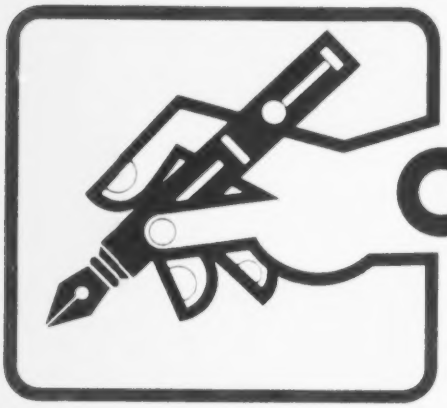
U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

1989



COLLEAGUE

An annual collection of articles on academic and administrative issues facing community colleges of the State University of New York

JC 890 207

COLLEAGUE

An annual collection of articles on academic
and administrative issues facing community colleges
of the State University of New York

Editorial Board

Charles A. Burns
Director of Community College
Educational Services
Central Administration
State University of New York

William F. Messner
President
Orange County Community College

David Richards
Chair, Department of Humanities
Cayuga County Community College

Alan Shaw
Professor, Department of English
Monroe Community College

Ronald F. Williams
President
Herkimer County Community College

Production

Marcy Beckwith, Community College Office
State University Graphic Arts
State University Print Shop

Copyright, 1989, by
State University of New York

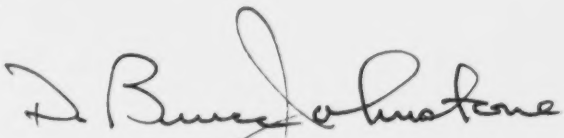
Foreword

Americans are an inventing sort. When they sense the need for a new approach to solve a problem, they are likely to create a different, contemporary tool using proven methods laced with generous amounts of fresh thinking. The community college is the product of such a blend of the traditional and the ingenious. The articles in this second edition of Colleague reflect that spirit of invention which originally created community colleges. It is this spirit which will ensure the future strength of these colleges.

This annual collection of articles on administrative and academic issues is the only scholarly publication of its kind in the nation--the collective sharing of thoughts by a statewide system of community colleges. We are most proud of the success of Colleague. It is well read throughout the State University of New York, is used as a teaching and reference tool in dozens of graduate classes in community college education both in and out of New York, and enjoys a rather wide general distribution nationally.

Colleague 1989 would not have been possible without the support of the Association of Community College Presidents and the Faculty Council of Community Colleges, statewide representative organizations for the thirty community colleges of SUNY. We are grateful for their financial support and service on the Editorial Board.

I am hopeful that Colleague 1989 will serve as a valuable means of communication for all interested in creative ideas in community college education.



D. Bruce Johnstone
Chancellor
State University of New York

CONTENTS

	Page
PROFESSIONAL GROWTH AND DEVELOPMENT: AN IN-HOUSE EFFORT by Alvin J. Marrow Genesee Community College	1
SCIENCE, TECHNOLOGY, AND HUMANITIES: A CONVERGENCE by Anthony W. Walsh Hudson Valley Community College	5
MAKING THE MOST OF PEER TUTORING by Patricia Wolf Wagner Tompkins Cortland Community College	12
THE NETWORK'S DOWN: PRACTICAL PROBLEMS AND POSSIBLE SOLUTIONS IN ESTABLSHING A WORD-PROCESSING PROGRAM IN A WRITING COURSE by John Desmond Dutchess Community College	17
TOWARD GLOBAL AWARENESS: A FACULTY DEVELOPMENT PROGRAM by Wayne O'Sullivan Erie Community Colleges	22
RESEARCH REPORT - EFFECT OF WRITING SKILLS MODULAR INSTRUCTION ON SUCCESS OF DEVELOPMENTAL WRITING STUDENTS by Sally Carr Corning Community College	25
THE CREDIT, CREDIT-FREE NEXUS by Jesse Gugino , James Ross, and Renee' Caya Jamestown Community College	34
"MITOSIS-MEIOSIS SQUARE DANCE" by Laura Zambrano Hudson Valley Community College	36
RECRUITMENT BEGINS WITH RETENTION: RETENTION BEGINS WITH RECRUITMENT by Alan Seidman Westchester Community College	40
MAKING THE GRADE: EDUCATIONAL PROBLEMS WITHIN THE GRADING SYSTEM by Saul Podhorzer Fashion Institute of Technology	46
SPEECH INTERVENTION IN A COMMUNITY COLLEGE: A UNIQUE APPROACH by Iris Weinhouse Rockland Community College	50
About the Contributors	55

PROFESSIONAL GROWTH AND DEVELOPMENT: AN IN-HOUSE EFFORT

by
Alvin J. Marrow
Associate Dean, Human Communications and Behavior
Genesee Community College

One of the most difficult tasks for an administrator moving into a new community college setting is to establish an in-house professional development program that gains faculty interest. In my first year as Associate Dean of Human Communications and Behavior, I wanted to plant seeds among the humanities, social science, and developmental studies faculty that would blossom into such a program. Using an idea from the Master Teacher Seminars that were held in Florida during the late 70s and early 80s, I suggested that faculty might want to share ideas, thoughts, research, and personal interests in a monthly open forum to be known as the HCB Cultural Enrichment Series (CES). The sharing might involve an innovative teaching technique used in the classroom, a special professional interest, a book review, a critique of a lecture, or an issue of controversy in academe. Regardless of the topic, faculty would feel a sense of professional worth by having a chance to share their expertise with colleagues.

To get it started, one of the most respected faculty members in the humanities area took the lead in the series and began encouraging others to participate. Faculty chose to present informal discussions on such topics as experimenting with student testing, establishing new programs, developing innovative courses, and using the computer in the classroom. At first, the forums had just a few participants; however, as interest in the discussions began to grow, the attendance improved. One member even presented a dramatic portrayal of a nineteenth century student who she had created from a diary of the time. As the news of the program began to spread to other parts of the college, one faculty member from the math/science area chose to participate and presented the results of his research in a local community stream bed. His participation would soon lead to other members of the math/science and career vocational faculty becoming aware of the program and considering a future presentation.

As the cultural series began to generate interest among the college faculty, another form of professional exchange was attempted to increase the dialogue. At noon, or some other common time, faculty would informally gather to discuss the latest college gossip or issues of concern. Why not meet in a round-table setting to discuss professional issues? Faculty could bring a bag lunch or carry a sandwich up from the cafeteria, and sit around a table to discuss the latest book, editorial, speech, or issue of professional interest. I chose to lead

the first and second discussions, both of which were attacking the value of community college education, thereby setting the tone of the discussion, a free and open dialogue, for others to follow. The round-table dialogue provided an excellent forum to discuss any professional topic. Some chose to discuss ethics; others chose classroom-related issues; others chose to share information gathered at workshops or conferences. The short lunch period also provided an excellent avenue for critiquing the latest books or discussing current events. Faculty, staff, and administrators would choose, many in cafeteria-style fashion, to join those discussions that were most appealing to their respective taste. Some people stayed only a short time, while others would go beyond the scheduled thirty minutes. The round table discussions were a relaxing and very effective way of generating noon-hour fellowship.

At the end of the year, Proceedings were published with abstracts of all the faculty presentations for the CES. This booklet, edited by the faculty leader, provided a record of the material presented at the cultural series and gave credit to those faculty who participated. A copy of the booklet was distributed to all faculty when they returned from summer vacation.

Both the CES and the round table discussions continued for the second year. In each case, faculty leaders were asked to head the activities and schedule programs for the year. During the second year, the interest had grown to the proportion that some faculty were asking for the opportunity of participating in the program. In the cultural series, for instance, there was a waiting list for the first part of the year. Faculty were enthusiastic about presenting their ideas and sharing them with colleagues from other disciplines. A member of the developmental faculty described, for example, the work that was being done in study skills and shared his techniques with colleagues in the humanities and social sciences. This exchange of information was helpful to all faculty, especially to the part-timers who attended, since many of the same students in the developmental classes were also in the main track courses. The series enabled faculty to share ideas from different disciplines and to generate suggestions for better handling students. Other significant areas discussed included the development of a new program, a local cooperative effort between the college and state/local government, and an innovative teaching technique (gaming strategy) used in the social science classroom.

The second year also brought additional participation from the math/science faculty. Two presentations were made, one on the evolution of the stars, and the other on landscape painting, a special interest of the presenter. In the stellar presentation, a number of students came to listen and see their instructor's slides. Their presence gave an added dimension to the cultural series. The landscape painting provided many faculty

with an opportunity of finding a way to relax and overcome the daily stresses of teaching.

The round-table discussions during the second year had similar success. Additional chairs had to be frequently added to the small conference room as more people began to attend. Book reviews, community college topics, and current event discussions were made to, in most cases, a packed house. The informal setting, with its openness, seemed to be the most enticing element of the discussions.

As in the first year, Proceedings were prepared to record the discussions of the CES. The abstracts, edited by the faculty leader, were distributed to all returning faculty following the summer break. As faculty went through the abstracts, many became interested in learning more about what others were doing and looking at the possibilities of participating in the next round of discussions.

Both the CES and the round-table discussions are very successful vehicles for supporting in-house professional development among faculty, especially when limited funds are available. There are, however, a number of areas of caution. First of all, the programs must be generated by faculty leadership and participation. I helped plant the seeds, but the faculty made the flowers bloom. A sense of commitment and a willingness to participate are essential to a successful program.

As a second caution, I would suggest experimenting with different time periods to enhance participation. The first time period that I tried for the cultural series was early in the morning. Only a small handful of faculty were willing to come at 7:30 a.m. to take part in a discussion of professional topics. The best time periods seem to be in the afternoon, or some common hour, when people are free to relax and share their thoughts without the pressure of students. Similarly, the most ideal time for the round-table discussions is at the noon hour or any other time when an informal setting is appropriate.

Lastly, I would suggest planning carefully the group discussions to eliminate digressions into the weekend football game or last night's basketball game, subjects that can be best saved for the faculty lounge. By structuring the discussions, within certain limitations, the gatherings will become more meaningful and continue to attract faculty who normally do not have a chance to share their professional interests.

I have been very pleased to be part of the Cultural Enrichment Series and round-table discussions at Genesee Community College. These innovative approaches to in-house faculty development have been extremely worthwhile and professionally rewarding experiences for all who have taken the time to participate.

BIBLIOGRAPHY

Bender, Sidney R., Editor. Proceedings of HCB Cultural Enrichment Series, 1987-88. Human Communications and Behavior Teaching Area, Genesee Community College, 1988.

McCleary, William J., Editor. Proceedings of HCB Cultural Enrichment Series, 1986-87. Human Communications and Behavior Teaching Area, Genesee Community College, 1987.

Smith, Alfred. "Master Teacher Seminars for Florida Community College Faculty," Institute of Higher Education, University of Florida, 1979-80.

SCIENCE, TECHNOLOGY, AND HUMANITIES: A CONVERGENCE

by
Anthony W. Walsh
Liberal Arts Faculty
Hudson Valley Community College

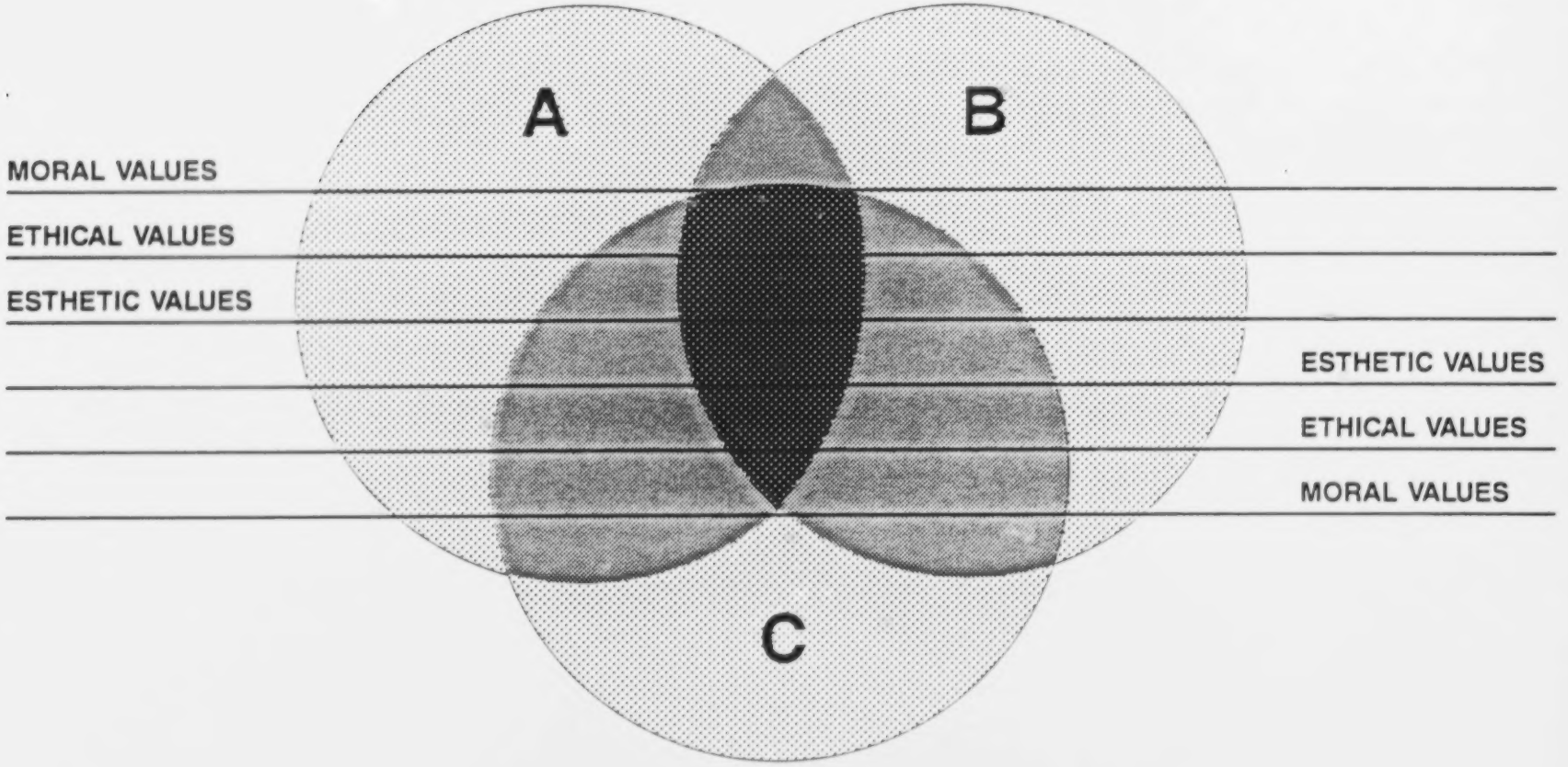
> **"Everywhere today the two most powerful forces of the modern world, science and nationalism, are locked in mortal combat. Unless they can somehow be reconciled and harmonized, the prospect for the survival of civilization, and even of the earth itself, is desperate." (Commanger, 1985, p.9)**

In a larger sense, the combat is between science and technology on the one hand and the humanities on the other with all the same gloomy prospects. Why does this seemingly eternal combat exist? Is it because there is, in fact, no middle ground or is it because the combatants have not sought it out or are not even aware that they share a common core of values and interests? It is the latter point which provides the major focus for this paper; however, it is first necessary to speculate about the reasons for the continuous existence of this problem.

In the schematic on the next page, the areas labeled "A," "B," and "C" represent the portions of the three fields which are unique to themselves while the shaded areas represent portions which are shared in some way and to varying degrees by the fields. What is of interest here is the most densely shaded area, the area of convergence. It is in this area of common ground that the hope of ending the combat lies.

Unfortunately, this is not the areas which the combatants normally explore. On the contrary, each in its own turn focuses its energies on those areas which are most different from the other fields thereby contributing to the continued misunderstanding. The result of this is the construction and propagation of a language intelligible only to the already converted or elite (Gilman, 1984, pp. 33-34); consequently, communications among the three fields is not only enhanced, it is progressively worse leading to still further misunderstanding! This is not to imply that effective communications are not possible, it is only to note that such is not normally the case. Why are there not better communications on the part of all concerned? The answer may lie in an examination of that part of the schematic which is labeled "ethical values" and contains what are often called professional values or values of the profession. Hence the convergence is quite clear--all professionals value their careers and are aware of the means by which their status and reputation are promoted. Virtuosity is demonstrated not by communicating with

SCIENCE TECHNOLOGY



HUMANITIES

the "outsider" but by communicating with an evermore exclusive group of peers; hence, the more esoteric the topic and language, the greater the professional recognition. This introduces another area of convergence--specialization. The generalist is held in lower professional esteem than the specialist, further contributing to the temptation to communicate only with the other cognoscenti at the expense of the broader community.

The quality of communications seems to be at the heart of the problem and begs for a solution. This solution needs to address both the professional community and its reward system and the education of professionals. Consider an academic "up for promotion" to full professor who lists as a publication a book written for first-grade children titled Dick and Jane Discover Physics. It is unlikely that there will be any recognition given for that contribution or for any "vulgarized" version of important concepts which are written for the general public. Indeed, the only articles considered worthy of consideration are those which have appeared in referred journals, journals for the elite of the field. If communications are to be improved and the combat ended, then recognition must be given to professionals who are able to translate specialized knowledge into readable form for "outsiders." Of course, this approach addresses the problem after it has developed. A more efficient approach addresses the problem before it starts by attacking the root cause, namely the education of future professionals. Professors John Nickles and John Roy of Hudson Valley Community College have developed a broad-based course entitled "Odyssey: Toward a Humanistic Technology for the 21st Century" which is designed to meet the challenge. In this course, the emphasis is not upon the differences among the three fields but rather upon the critical interplay of them. The readings list is a judicious mix of selections from each of the broad areas and is organized under unifying themes which are reflective of the content of the most densely-shaded area in the schematic. The materials are treated so as to underscore the many ways in which the fields not only interact but interact in a problem-solving context in which each enhances the other so that the result is greater than the sum of its parts. It is hoped that a consequence of this kind of educational experience will be to replace combat with cooperation and misunderstanding with understanding. Continued failure to end the combat is to invite either the apocalyptic prediction of Commanger or the technological society envisioned by Ellul: "...the edifice of the technological society will be completed. It will not be a universal concentration campus, for it will be guilty of no atrocity. It will not seem insane, for everything will be ordered, and the strains of human passion will be lost among the chromium gleam. We shall have nothing more to lose, and nothing to win. Our deepest instincts and our most secret passions will be analyzed, published, and exploited" (1964, pp. 426-427).

While avoiding such dire predictions may seem enough reason for pursuing an end to the combat between the fields, it is equally important to give recognition to some of the benefits

which might be expected to result from the shift from combat to cooperation. For the sake of brevity, the following list is roughly sketched out and is only meant to be instructive of the possible range of concerns which could be covered:

1. To gain recognition of the strengths and weaknesses of the other fields. It is not uncommon for humanists to criticize science and technology for their actions. Yet, humanists are quick to embrace plans of action and ideas without being anymore certain of the outcome than those they criticize (Ascher, 1984, p. 4). Indeed, the outcomes of science and technology may well be more predictable than those of the humanist.

2. To gain a better insight into the relationship between cause and effect in all fields. For science and technology this relationship is governed by basic laws and principles, and effects can be traced back to discreet causes and causal variables. The humanist operates in a world where there are no true laws or principles governing human behavior, and the chain of events may be never-ending and elusive. Still, this is not to imply that humanists do not employ the concept of cause and effect relationships in their work, for they do, as can be seen in this line from the Rubaiyat, "Awake for the morning sun has put the stars to flight." All parties to the combat need to be more appreciative of such unique applications of the same set of values and principles.

3. To appreciate the role values play in all fields and the convergence of those values for both good and evil. For example, all value human life and seek to contribute to its quality. It is important for all fields to recognize that each has the potential for enriching the quality of human existence or destroying it as it pursues its own ends. Just as surely as the products of science and technology can destroy life, so too can the products of the humanities. How many lives have been sacrificed to ideology, to religious beliefs, or socioeconomic practices such as slavery? Are these forces any less malignant than the science and technology used to operationalize them? Commoner said of the sciences: "Scientists have a particular moral responsibility to encounter the evil consequences of their works" (1966, p. 104). It is interesting to note that no one has charged that humanists have any moral responsibility to counter the evil consequences of their works! There is clearly a double standard here which reflects a basic bias against science and technology, a bias which needs to be overcome through better communications.

4. To gain a deeper appreciation of the important role that freedom of investigation and expression play in the ability of each field to generate its products and to be self-correcting (Commoner, 1966, p. 48). This is a particularly

critical issue for all the fields as each is subject to attempts to constrain it for various reasons. Sometimes the impetus is from within the field itself but, more often, it comes from without. A key difference between the fields is that efforts to impose limits upon science and technology usually come before the undertaking, whereas in the humanities the efforts to limit freedom are a reflection upon the finished product. Of course, efforts to limit academic freedom in the humanities with regard to hiring, promotion (Farrell, 1983, p. 3), retention (McCurdy, 1983, p. 2), granting of honorary degrees, (Walker, 1985, pg. 65; Walshe, 1984, p. 8) could be construed as attempts to intervene before an event could take place. Looked at from another perspective, it is the difference between a heretical question and a heretical answer! Are there questions which scientists should not ask (Carpenter, 1984, pp. 13-18) and answers which humanists should not give? If history is any guide, the answer is clearly affirmative in both cases, and the consequences are rarely, if ever, desirable.

5. To recognize the unique problems each field encounters in the conduct of its affairs. The humanities are often criticized for "shoddy thinking" by science and technology because, by comparison, their methods are more rigorous and tightly controlled, and the results are more verifiable via future replications of the original study. While the humanities attempt to imitate the methods of science and technology, truly-controlled lab experiments are difficult, if not altogether impossible to conduct. For example, it is not reasonable to expect that the humanities start a war just to test the validity of a theory (Ascher, 1984, p. 4).

6. To appreciate the multitude of forces present at any given time in any given field. Many contemporary critics of science and technology reflect a unidimensional and determinist point of view. This narrow view leads them invariably to the apocalyptic vision. It is important for all to recognize that outcomes are at once problematic and multidirectional. For example, who could have predicted the impact of modern labor-saving devices for the home upon the social structure of the family? The intrusion of domestic technology is ubiquitous and the outcome a mixture of both positive and negative changes in the roles, structure, and functions of the family. On the other hand, an appreciation of the problematic nature of outcomes may provide valuable insight into the weaknesses of some of the more deterministic models found in the humanities such as the Marxist's view of the historical process.

This half-dozen suggested benefits is but a small indication of the range of opportunities which await those who would try to end the combat and usher in an era of understanding and cooperation. The key to this new era is, as noted earlier, communications. In conclusion, professionals must become committed to

becoming more effective communicators, especially with regard to outsiders. Professionals must recognize and reward those who successfully bridge the gaps among the three fields. Education must aggressively seek out, encourage, and support innovative approaches to broaden the perspectives of all graduates in the sciences, technologies, and humanities if the future is to be typified by cooperation and understanding.

If the predictions of Commanger and Ellul are to be avoided and the future secured, then this seemingly eternal combat must be brought to an end for there can be no victors if the earth is destroyed or the sterile technological society eventuates--all will be losers!

References and Suggested Readings

Asher, Abraham. "The Study of History and the Question of Human Values." Community College Humanities Review, (note: whole issue devoted to question of values) Winter, 1984, pp. 3-10.

Borgmann, Albert. Technology and the Character of Contemporary Life. Chicago: University of Chicago. 1984.

Borsch, Frederick H. "It's Often Difficult Helping Students Learn about Values and Ethics." Chronicle of HIgher Education, Sept. 5, 1984, p. 104.

Carpenter, Stanley R. "Technology - Tool or Form of Life?" Humanities and Technology, Vol. VI, pp. 13-18, 1984.

Castells, Manuel., ed. High Technology, Space, and Society. Beverly Hills: Sage. 1985.

Commoner, Barry. Science and Survival. New York: Viking. 1966.

Commanger, Henry Steele. "Science, Nationalism and the Academy." Academe, Nov.-Dec., 1985, pp. 9-18.

Ellul, Jacques. The Technological Society. New York: Vintage, 1964

Farrell, C.S. "Denial of Chairmanship to Marxist Upheld by Court." Chronicle of Higher Education, Apr. 20, 1983, p. 3.

Gilman, Charles. "Comuterese as an Orwellian Language." Cayahoga Review, Spring-Summer, 1984, pp. 34-43.

Martin, Warren B. "Morality, Values, and Culture." American Association of Community and Junior Colleges Journal, Apr., 1985, pp. 14-17.

McCurdy, J. "Stanford University Expels Doctoral Candidate Who Angered Officials in China." Chronicle of Higher Education, Mar. 9, 1983, p. 2.

Nelkin, Dorothy, ed. Controversy: Politics of Technical Decisions, Beverly Hills: Sage. 1984.

Obler, Paul C. and Herman A. Estrin, eds. The New Scientist, Garden City, NY: Doubleday, 1962.

Pytlik, Edward C., et al. Technology, Change, and Society, Worcester, MA: Davis, 1978.

Rybczynski, Witold. Taming the Tiger. New York: Viking, 1983.

Stanley, Manfred. The Technological Conscience. Chicago: University of Chicago. 1978.

Turkle, Sherry. The Second Self. New York: Simon and Schuster. 1984

Walker, D. "Proposed Honorary Degree for Thatcher Rejected by Oxford's Academic Staff in First Such Action." Chronicle of Higher Education, Feb. 6, 1985, p. 35.

Walshe, J. "Protests Over Honorary Degree for Reagan." New York Times Higher Education Supplement, Apr. 20, 1984, p. 8.

White, John A. Values and Scientists. Lanham, MD: University Press. 1983

MAKING THE MOST OF PEER TUTORING

by
Patricia Wolf Wagner
Coordinator of the College Teaching Center/
Assistant Professor of English
Tompkins Cortland Community College

"So many students, so little time" is the lament of many community college instructors facing the era of increased emphasis on giving every student in America the opportunity to learn. The presence of more and more nontraditional students as well as underprepared students in the classroom has revived interest in using peer tutoring to bridge individual learning gaps and to increase the outreach of the instructor. Even with the popularity of computer-aided instruction as a tool for individualization, the many benefits of peer tutoring to the instructor, the tutor, and the tutee assure its continued value in the collegiate setting. Nonetheless, in order to fully realize the positive learning capabilities of the tutorial relationship, the classroom or learning center instructor must take into account the conditions needed for effective tutoring, the effects of the tutoring relationship on the participants, and the key role played by the instructor.

Conditions for Effective Tutoring

Any teaching tool, whether it be written materials, audio-visual aids, or peer tutoring, can be misused and therefore ineffective. In determining the factors which make the difference in effectiveness in tutoring, I have compiled a list of necessary components from several research projects. Of course, many of the studies overlapped; however, each of the researchers noted the basic factors of adequate time and appropriate space, structured procedures, support supervision, clear models of appropriate behavior, and clearly perceived learning gains by both tutor and tutee. Norma Deitch Feshbach adds the component of positive and negative reinforcement as central to the learning process, having both motivational and informational functions (83). Her research indicates that reinforcement techniques are learned behaviors that have socio-ethnic implications. For example, middle-class black children used significantly more negative reinforcement techniques (86). Such information is valuable to the college instructor when pairing tutor and tutee and when providing appropriate behavior models for the chosen tutors.

One of the most interesting research studies had to do with the relationship of sex pairings in tutoring and academic achievement. University of Wisconsin researchers Robert S. Feldman, Linda Devin-Sheehan, and Vernon L. Allen state that there is little empirical data support for the predominant belief that same-sex pairings facilitate tutoring. While it is certain

that males benefit more overall from acting as tutors, there are no real differences to tutoring cross- or same-sex tutees except perhaps socio-emotional factors. The Wisconsin researchers cite a study by M.P. Klentschy to claim that not only do males benefit more than females from the role of tutor, but they also benefit more than females from the role of tutee. Klentschy's research was based on sixth-grade reading tutoring; however, the extensive research done by Feldman, Devin-Sheehan, and Allen indicates that this pattern of more positive male attainments carries over into other age groups and into non-academic perceptions such as a more positive self-concept and better class participation (239-240). The implications for effective tutoring can be seen in the need for the college instructor not to stereotype female students as the ideal "nurturing" tutors and the male students as passive recipients in tutorial relationships.

Another study of interest was done by H. Thelen on several tutoring projects throughout the United States. The following elements were found to be essential to successful tutoring: individual needs must be met, prejudice toward minorities must be overcome, cooperation must overcome competition, creativity must be adapted in response to set curricula (229-44).

Successful tutoring is clearly tied to the interdependency of instructor, tutor, and tutee. Advocates of tutoring claim group instruction, even under the best conditions,must be supplemented by individual help if each student is to learn well (Bloom 2). The individual help can be provided only if the instructor identifies the students who need extra assistance through critical observation, then carefully selects and trains tutors, being certain to monitor and evaluate continually. Tutoring is a remedial measure that can multiply the amount of direct participation in learning for each student; it can be an effective teaching and learning tool that will ensure mastery of essential skills if used correctly.

Effects of the Tutorial Relationship

Every teacher can verify the saying "He who teaches others, teaches himself." It was not until I taught set theory to first graders in an experimental "new math" program that I really understood it myself. It is a rare teacher that does not have a similar anecdote to underlie the benefits to personal learning that is gained through teaching. Such enrichment is also gained by the student who is put into the tutoring role. M.W. Keatinge, in his study of the seventeenth-century spokesman for tutoring, John Amos Comenius, suggests the benefit of teaching is found in the constant repetition which impresses a fact upon the mind and, in the process of teaching itself, gives deeper insights into the subject taught. Keatinge quotes Joachim Fortius as saying, "If a student wished to make progress, he should arrange to give lessons daily in the subjects which he is studying, even if he has to hire his students" (Keatinge 156). Fortius' argument has been particularly useful when I have sought to hire student tutors to

work in the college's Writing Lab for minimum wage. Most of my tutors have gone on to four-year colleges after receiving their two-year degrees, even though only a few had planned to do so before tutoring. This experience in our Writing Lab supports the insight of Harold Hodgkinson, Director of the National Institute of Education, who saw tutoring as a resource "which enriches both the tutor and the tutee in terms of achievement, motivation, and interpersonal relations" (Bloom iv).

Numerous research projects have confirmed the academic growth related to adequate peer-tutoring programs (Cloward 14-35, Frager and Stern 403-5, McCleary 556-60). Each of these studies notes that academic gains are predicated upon the existence of a structured tutoring program in which the tutors have a variety of backgrounds and at least minimal training. The determining factor for academic achievement appears to be the structuring of the tutorial session rather than the amount of previous training the tutor received. In a classroom or learning lab peer-tutoring situation, this is a significant finding. I can only conclude that the instructor should spend more time preparing specific tutorial materials and arranging definite tutorial procedures than time training specific tutors.

Nevertheless, my own bias after spending seven years preparing tutorial materials, hiring and training student tutors, and evaluating outcomes in the Writing Lab at Tompkins Cortland is to insist that the tutor take a metacognitive approach to teaching the student. Tutors should be encouraged to ask themselves what techniques they themselves used when learning certain material. Emphasis should be placed on leading the tutor to share the generic thinking skills that worked for them and to help the tutees at first mimic these strategies and then guide them to develop their own learning strategies. Such simple strategies as mnemonics, prediction, and problem-solving steps can be easily highlighted in a brief tutor training session. When the tutor learns to analyze his or her own strategies for mastering learning, it is a rewarding step to apply these strategies to the content of the prepared material and to lead the tutee to create similar strategies.

While academic gains are the most easily measurable changes in the tutoring process, other benefits are unquestionably present. Motivational factors are inseparably linked to the perception of learning gains by the tutor and tutee. To increase the motivational effects, tutors should be made aware of appropriate reinforcement techniques, since, as was previously mentioned, reinforcement in one subculture may be neutral and even negative in another. R. Havinghurst reviews the psychological importance of positive reinforcement. He goes as far as to say that drill in the absence of reinforcement may destroy learning (313). Training the student tutor to positively react to other students' achievements has effects that obviously reach far beyond the tutoring relationship. The increased self-confidence

of the learner should be viewed as a most desirable outcome of peer tutoring.

Key Role of the Instructor

The instructor plays the most important role in a successful peer tutoring situation. It is not enough to simply pair two students and tell one to help the other. The instructor must provide sequentially organized materials that meet the diagnosed need of the learner. This can initially be a time-consuming task, but many materials can be reused in subsequent tutorial pairings with a change in sequencing or an addition or subtraction of material according to the need level. Furthermore, it is the instructor's responsibility to create some means whereby the learning gains of the tutee are made visible to both the tutor and the tutee so that honest positive rewards are naturally perceived. These means may be as simple as graphing grade improvements or comparing pre-tutorial papers with current work.

The instructor also needs to provide careful but nonintrusive supervision and evaluation and to ascertain whether real learning is taking place. The tutoring relationship can be made nonproductive if the instructor has allowed unrealistic expectations of the learner's abilities to be expressed to the tutor. If this has occurred, the tutor will have a tendency to do the work for the student when frustrated or to be overly strict. Such warnings reiterate the reality that the interdependency of tutor, tutee, and instructor is a crucial factor in successful peer tutoring and that the tutoring is not a condition that releases the instructor for total noninvolvement.

Above all, the instructor must foster mutual trust and encouragement between the tutor and the tutee, keeping mind that adolescents particularly benefit from peer tutoring since it encourages passage to adulthood by causing interaction with people of different backgrounds, allows for assumption of responsibility for others, and creates a situation in which the adolescent must work with others to reach a shared objective (Coleman).

In conclusion, with thoughtful planning, workable pairings of tutor and tutee, basic training, and good supervision and feedback, peer tutoring will multiply the effectiveness of the classroom or learning center instructor, and a positive learning situation through a helping relationship will result.

Reference List

Bloom, Sophie. Peer and Cross-age Tutoring in the Schools: An Individualized Supplement to Group Instruction. Washington, D.C.: U.S,. Department of Health, Education, and Welfare, 1976.

Cloward, R. D. "Studies in Tutoring." Journal of Experimental Education 36 (1967), 14-25.

Coleman, R. D. Youth: Transition to Adulthood. Chicago: University of Chicago Press, 1974.

Eble, Kenneth. The Craft of Teaching. San Francisco: Jossey-Bass, 1988.

Evertson, C. M. and J. E. Brophy, Learning from Teaching. New York: Allyn and Bacon, 1976.

Feldman, Robert S., Linda Devin-Sheehan, and Vernon L. Allen. "Children Tutoring Children: A Critical Review of Research" in Children as Teachers: Theory and Research on Tutoring. Ed. Vernon R. Allen. New York: Academic Press, 1976, pp. 235-52.

Feshback, Norma Deitch. "Teaching Styles in Young Children: Implications for Peer Tutoring." in Children as Teachers: Theory and Research on Tutoring. Ed. Vernon R. Allen. New York: Academic Press, 1976, pp. 81-96.

Frager, S., and C. Stern. "Learning by Teaching." The Reading Teacher 23 (1970), 104,405.

Good, T. L. and J. E. Brophy. Looking in Classrooms. New York: Harper and Row, 1973.

Havinghurst, R. "Minority Subcultures and the Law of Effect." American Psychologist 25 (1970), 313-322.

Knox, Alan B. Helping Adults Learn. San Francisco: Jossey-Bass, 1986.

McCleary, E. K. "Report of Results of Tutorial Reacing Projects." The Reading Teacher 18 (1964), 556-560.

Strodtbeck, Fred L., Donald Ronchi, and Stephen Hansell. "Tutoring and Psychological Growth." in The Reading Teacher 28 (1974), 199-217.

Thelen, H. "Tutoring by Students." School Review 77 (1969), 229-244.

Weinstein, Claire E. "Elaboration Skills as Learning Strategy." Learning Stragegies. Ed. Harold F. O'Neil, Jr. Arlington, Va.: Academic Press, 1978.

THE NETWORK'S DOWN: PRACTICAL PROBLEMS AND POSSIBLE SOLUTIONS IN ESTABLISHING A WORD-PROCESSING PROGRAM IN A WRITING COURSE

by
John Desmond
English Instructor
Dutchess Community College

Picture yourself in this classroom scene. You and your students are in a microcomputer lab. Your students are sitting in front of the computers, taking out their word-processing disks. You are standing in back of one of the students, watching him put his disk into the computer. He tries to start it, but nothing happens. He says, "Heh, I can't boot up? What's the matter?" The other students report the same thing. You say, "I don't know. I'll be back with help in just a minute."

You run next door to the office of the data processing teacher who maintains the lab. He is in class; however, one of his colleagues agrees to go back into the lab with you to find out what is the matter. He tries to start one, then two, then three computers--all without success. "The network's down," he says, referring to the device that links all the microcomputers together. "You'll have to wait till Matt gets out of class to find out what happened."

There is nothing to do but extend the due date on the students' writing assignment, advise them to read over their drafts once more, and suggest they return to the lab later in the day to find out if the computers are running again. Then dismiss then, go to the cafeteria, buy yourself a well-earned cup of coffee, and complain to your colleagues, like Oliver Hardy, about what another fine mess you have gotten yourself into this time.

That scene is one of the practical problems you may encounter in establishing a word-processing component in your writing course. I will describe to you five such problems I have encountered and my solutions to them. The problems may be encountered on any campus, but my solutions are specific to the circumstances found on my campus. Therefore, my purpose is to help you anticipate these problems and, should they occur, apply some form of my solution to them.

The five problems are finding a computer lab, choosing a word-processing program to run on the computers in the lab, learning the word-processing program well enough to teach it to your students, teaching the word-processing program to your students, and selecting a student aide from among your current students to help you in the lab next semester.

The first problem was finding a computer lab. My department did not have one, so I walked around the campus, poking my nose into every computer lab. I checked to see if there were enough terminals for everyone in my class, if it was roomy enough, if there was a blackboard, and if there was a keyboard chart hanging on the wall. When I found the lab that met all these specifications, I explained my project to the department head who ran the lab.

I asked if the lab was open to classes other than in his department. I told him I would abide by the rules for using the lab, such as advanced scheduling and no eating or drinking in the lab. The department head was enthusiastic about my project; impressed by my willingness to abide by the rules of his department; and in the interest of interdepartmental cooperation and an empty lab, invited me in. My first problem was solved: I had found a computer lab.

My second problem was choosing a word-processing program to run on the computers in the lab. The computers were microcomputers. The micros were connected to a network, a kind of mini main frame. I had the option of learning the program already on the network or of having a program I knew put on the network. The program already on the network was MultiMate; the program I knew was Leading Edge. Eventually I choose MultiMate.

To help me make a choice, I read some of the literature evaluating the various word-processing programs. I found this literature in computer newsletters, such as The Word Processing Newsletter, and in data-processing journals, such as Softwear News. I also found evaluations in amusing books, such as Writing with a Word Processor, by William Zinzer, and sober manuals, such as Understanding and Using MultiMate..

Some of this literature was written for data processing teachers. So I asked them to translate the jargon into simple, informal English. Over a cup of coffee or a glass of beer, they did a good job of it. Eventually they suggested I stop reading and choose MultiMate, the program they were currently teaching. Because they knew its strengths and weaknesses, and it fit the writing needs of my students, I agreed. So my second problem was solved: I had chosen a word-processing program.

My third problem was learning the program well enough to teach it to my students. I had found the computer lab and chosen the word-processing program a whole semester before I planned to introduce word processing into my writing course, so I had that whole semester to learn the program.

Since the data processing teachers had, in effect, chosen the program for me, I went to them for the tutor disk, the instruction tapes, and the manual. From these materials I learned only the plain and simple commands of creating, saving, editing,

and printing a document. I left the fancy and difficult commands to the data processing teachers. I became proficient enough with the program to be classified as somewhere on the beginner's side of the intermediate level.

To practice the commands, I typed my syllabi and committee minutes onto a data disk. When I needed to edit a syllabus or a set of minutes, I overtyped, deleted, inserted, and cut and pasted, just as I expected my students to do. I experienced learning problems, such as forgetting an essential command, and frustrations, such as hitting the wrong key and watching a whole hour's worth of work disappear in an instant.

Because of such curse-worthy moments, I was able to anticipate my students' learning problems and sympathize with their frustrations. As the semester ended, I felt I had learned MultiMate well enough to teach it to my students. I just hoped I would not forget it all over the Christmas break.

My fourth problem was teaching MultiMate to my students. I culled a lesson plan for the tutor disk, instructional tapes, and manual. I broke the plan down into three parts. The first part introduced the students to the computer, to starting it up, to loading the program into memory, to creating and saving a document, and to exiting the program. That, I decided, was enough to teach the students for one fifty-minute class. The second part introduced them to editing, and the third part introduced them to printing.

Because I had waited too long to inform the registrar's office of my intentions of establishing a word-processing component in my composition sections, that office did not designate in the Spring registration guide and preliminary schedule that my sections required the students to learn word processing. Therefore, on the first day of class, I offer those students who were unaware of this feature a chance to drop my section and add another section in which the teacher mercifully required only typewritten compositions.

A few left, but the rest remained and were enthusiastic about the prospect of learning a word-processing program. I even gained a few students from other sections who had heard about the word processing. I asked them to buy the floppy disks they would need and to give them to me as soon as possible, so I could format them and have them ready for the first day we would be in the lab. On that day, I distributed the formatted disks and a handout outlining the commands for using the program.

I dedicated a whole week of classroom instruction to introducing the students to MultiMate. Instead of meeting three times in the classroom, we met three times in the computer lab. The first time we met I explained part one of my lesson plan; the second time, part two; and third time, part three.

After that week I held no more classes in the lab but was available during my office hours to go to the lab for individual or small group instruction. During this time the students were assigned to go to the lab during free hours to write their compositions and hand them in for revision or a final grade. I used to find them in the lab at nine in the morning and nine at night, booted up and banging away.

After a while some of them asked me if they could put writing assignments from other courses on their data disks. I had no objection and considered their requests as a sign of their becoming adept in the program, understanding its advantages, and liking to use it.

My fifth problem was selecting a student aide from among my current students to help me in the lab the following semester. Picture yourself once again in a classroom scene. It is the afternoon before the first day you will bring your writing class into the computer lab. You are in the lab formatting their disks. It will take you forty-five minutes to an hour.

Now it is the next day, and you are in the lab with your students showing them how to start the computer. All the computers start but two. You wonder: should you go on with the lesson plan, or stop, investigate this problem, and let the rhythm of the lesson go as the other students begin gossiping in two and threes?

A student aide comes in handy in these situations. He or she could format the disks for you; investigate the starting problem; and if successful in correcting it, coach the two students in catching up with the rest of the class. He or she could also be available in the lab during both the day and evening to tutor puzzled students on lessons you have already gone over in class. The student aide could be your eyes and hands while you are in class, holding traditional office hours, in committee meetings, or home cutting the lawn.

To select a student aide, I watched for a student in my classes who might already have had some computer experience. He or she might have one at home or be enrolled in the Data Processing or Computer Science curriculum. I also watched for a student who learned the commands of the word-processing program quickly, thoroughly, and even better than I did, and who helped his or her classmates with the program, the computer or the printer.

When I found a student who fit this profile, I asked him if he was knowledgeable in computers in general, if he planned to attend the College the following semester, and if he was interested in being a student aide. He said yes. I gave him extra materials on the word-processing program to learn over the summer. In the fall, when I collected the students' floppy disks, I gave them to him to format. He arranged his schedule so he would

have free time in the lab to help the puzzled students. I had solved my problem of selecting a student aide--until he got a job off-campus and said he had no more time for the lab.

So that is how I found a computer lab, chose a word-processing program, learned it, taught it to my students, and selected a student aide. These are not all the problems I encountered, but they are the major ones.

In conclusion, I will mention just one more. While I was learning MultiMate on the English Department's microcomputer, colleagues would stop, silently watch for a while, and then ask for a plane ticket to Paris or Rome. The first time I was asked this, I said, "What?!" I was told I looked like a travel agent punching in the information for a ticket reservation. It was time for another well-earned cup of coffee.

TOWARD GLOBAL AWARENESS:
A FACULTY DEVELOPMENT PROGRAM

by
Wayne O'Sullivan
Department of Social Sciences
Erie Community Colleges

The cultural parochialism of the American college student is a scandal that won't go away. Long lamented by professors in various disciplines, and carefully documented in a study conducted by the Educational Testing Service (ETS) in 1981, it has recently become a subject for satire in Gary Trudeau's Doonesbury.

The ETS study, based on surveys of 3000 college students from 185 two- and four-year institutions, concluded that:

> ". . . the three groups of students [college freshmen, college seniors, and two-year college students] surveyed fell short of achieving the criteria that were explicit or implicit in the survey's instruments. Seniors achieved an average score of only one half of the knowledge questions correct, while the average freshman and the average student at two-year institutions got only forty percent of them correct. Less than fifteen percent of the seniors and less than ten percent of the freshmen got more than two-thirds correct. This suggests that a very small proportion of the students have the level of knowledge necessary for an adequate understanding of global situations processes."

The study's dismal conclusions about student knowledge matched its findings on student attitudes: "Sizable proportions [of students] have attitudes, feelings, and perceptions that are unenlightened or unproductive from the perspective of global understanding, and attitudes are important because they may serve as filters for future knowledge acquisition as well as indicators of students' continuing behavioral postures regarding global issues."

The ETS findings demand a serious response from institutions of higher education. It is not too much to say that our national security as well as our economic future depends on the effectiveness of that response. There are, of course, many roads to global awareness, but two of the most important involve the infusion of multi-cultural and international concepts, materials and courses into general education programs and the strengthening of foreign language programs. It is to promote these ends that SUNY's Office of International Programs and Erie Community College's Center for International Education are jointly administering a program of faculty development for two-year college teachers.

The program, now in its second year, is supported by a U.S. Department of Education Title VI grant. It consists of two parts: one aimed at English teachers and designed to "internationalize" the mandatory Composition and Literature courses; and the other for foreign language instructors, intended to improve the quality of instruction in traditional course offerings and to explore innovative ways of expanding the opportunities to study foreign languages.

Twenty-one English professors, drawn from several SUNY two-year colleges, attended five seminars conducted by experts from the University Center at Buffalo.

The first four seminars dealt with representative pieces of literature from Latin America, Canada, China, and sub-Saharan Africa. In the final seminar participants discussed strategies for integrating seminar concepts and materials into the basic English courses; subsequently, they submitted revised course syllabi, reflecting new multi-cultural approaches.

Judging from the revised course syllabi, the project will have a substantial impact on classroom activities. Several faculty members have adopted new texts, most favoring Carol J. Verburg's Ourselves Among Others: Cross-Cultural Readings for Writers.

Course goal statements and objectives indicate a concern for a global outlook for multi-cultural perspectives, as the following sample statements make clear:

> "to introduce students to foreign writers."
> "to deepen students' understanding of their cultures in relation to other cultures."
> "to explore the problem of gender politics in a global context."
> "to see the universal aspects of the human experience through reading and discussing literature other than the United States."

Course requirements and assignments will encourage students to come to terms with global problems and to look beyond their own cultural perspectives. They will read a broad range of writers, many of whose works were discussed in the course of the seminars, including Margaret Atwood and Mavis Gallant (Canada), Gabriel Garcia Cortez and Julio Cortazar (Columbia and Argentina), Pramoedya Ananta Toer (Indonesia), Lu Xun and Yuko Mishima (China and Japan). In their written essays and research papers they will frequently be asked to compare and contrast an American literary work with one from a different culture.

This year project members will participate in seminars on the literature of the West Indies, the Soviet Union, and contemporary China. Course syllabi and materials will undergo further development.

The foreign language teachers attended three sessions, two on methodology and one on the Self Instructed Language Program (SILP) approach to foreign language mastery. The seminars on methodology presented the natural approach and the oral proficiency movement.

The natural approach, which seeks to replicate (to some extent) the manner in which children acquire their first language, has important implications for classroom drills and error correction. It engendered an intriguing discussion between presenter and participants. In many respects the discussion was a fascinating confrontation between theory and practice, between what is possible in ideal teaching circumstances and the realities of the two-year-college.

Evaluation indicated quite clearly, however, that language instructors, while not completely sold on the new theories, have been moved to revise their thinking about methodology and will experiment with new classroom approaches.

The Self-Instructed Language Program has existed at the University Center at Buffalo for several years and was recently introduced to the Center for International Education at Erie Community College. Originally devised as a way to teach "critical languages," that is, those that do not generate sufficient student demand to justify classroom instruction, it relies on the student to learn the language independently by working with text and audio (or when available) visual tapes and by meeting regularly, usually twice weekly, with native speaking tutors to check progress in pronunciation and oral comprehension.

The system has broad application in two-year colleges where languages offered in traditional settings tend to be limited to eliminating classroom instruction, SILP is a cost effective way to broaden language study opportunities and to introduce credit bearing courses in German, Russian, Chinese, and Japanese as well as any number of other languages.

This program engendered considerable interest among faculty participants. One faculty member, nearing retirement, is committed, for example, to establishing SILP on his campus before he leaves. Several others want to learn more about the program. We will, therefore, hold one more SILP session during this academic year.

Finally the project affirmed the richness of SUNY's human resources. It has been a great success largely because of its members, those who conducted the seminars as well as those who participated in them. Bringing together people with lively intellects and passionate commitments to the art of teaching and the cause of global understanding inevitably resulted in a marvelous dialogue which will reverberate in classrooms around the state for years to come.

RESEARCH REPORT
EFFECT OF WRITING SKILLS MODULAR INSTRUCTION ON SUCCESS OF DEVELOPMENTAL WRITING STUDENTS

by
Sally Carr
Professor of English
Corning Community College

Since the late 1960's, pressure has been on American colleges, and community colleges in particular, to deal with an increasing number of students who are not prepared to do college-level work. As a result, remedial/developmental programs are the fastest growing area of the college curriculum (California State Postsecondary Education Commission, 1983). College remedial courses increased by 22% between the fall of 1979 and the fall of 1980 with a 29.7% increase in grammar and writing remedial courses (Magarell, 1981, in Baker, 1982).

Twelve years ago, Corning Community College created a developmental reading-writing center to assist the underprepared student. The Communications faculty developed a writing program consisting of self-paced, instructor-guided grammar modules which are based on the most common errors found in student compositions. They follow a linguistic, transformational grammar model and are intended as a supplement to the traditional English courses.

Students are recommended into the writing skills program based on scores on the Assessment and Placement Services Test (APST) for Community Colleges (Writing section), an in-house writing sample, and a pretest to determine the modules which the individual student needs. Placement in the Writing Skills modules is not mandatory.

The program was only moderately effective until three years ago when radical changes were made in its content and administration. The modules were revised. Scheduling and attendance rules were tightened. Students were given a personal interview to assess their specific needs, and student tutors were required to take a rigorous training program.

Since then, enrollment in the modules has tripled. Completion of the modules has gone from 25% to 75 or 80%, and student evaluations are consistently favorable. In Fall, 1985, 45 students were evaluated the writing center. All 45 ranked it as very helpful. Twenty-eight felt the remedial work was necessary; three didn't know; and two said it was not needed. Faculty referrals have also increased.

Studies of a Special Services program for first generation college students, of which the writing skills program is a component, have indicated that the college's developmental program improves student retention and increases grade point average (Walker, 1987a, 1987b).

This study aims to assess the specific effect of the writing skills modules on success in English courses. If it can be demonstrated that students who complete the described modules do better in English courses, this will add to the evidence we had already accumulated that the program is successful.

Definitions

Writing Skills Modules--A series of modular courses in the Basic Writing Skills: Sentence Review, Punctuation Review, Grammar Review, and Paragraph Review. Each module is worth one-half credit (non-degree) and is graded (S)Satisfactory or (U)Unsatisfactory. Each contains five units. Students take a pretest, unit test, and a post-test, which they must pass at a grade of 75 or better. Students work on the modules two to three hours per week in the Communications Center, in addition to taking EN 95 Basic Composition.

EN 95 Basic Composition--The College's developmental composition course. Placement is mandatory. Course focuses on paragraph writing and some essay writing. It carries 3 non-degree credits. Students must earn a grade of C or better to pass. Course may be taken without the Writing Skills modules.

Transformational Grammar--A method of teaching grammar that focuses on sentence patterns. It suggests that complex sentence structures are derived from combining simple sentences.

Basic Assumptions

Qualifying test for EN 95 has technical adequacy.

Writing sample accurately assesses student's writing ability.

Limitations

Program is relatively new so long-term effects cannot be determined.

Group studied is small, so study may not have external validity.

Groups are volunteers so they may not be equal. This could be a threat to internal validity.

Literature Review

The assumption has been that proper remediation will enable the majority of students to do college-level work, but success of

remediation courses is difficult to quantify. Many studies of community college developmental programs indicate that these programs do not make a significant difference in a student's ability to do college-level work (Baker, R., 1982; Bergman, I., & Gerace, R., 1974; Edmonds, G.F., 1979; Losak, J., 1971). Some studies based on arbitrary criteria report that developmental programs are successful, but lack measurable data or control groups (Kindle, 1981; Joseph, 1984).

Studies involving outstanding programs establish basic criteria components and suggest methods for measuring their success (Clark, J.R., 1986; Logsdon, R., 1978; Rasor, L., 1980; Roueche, J. & Mink, O., 1975). Characteristics of 10 exemplary basic skills programs, chosen from 225 colleges who submitted model programs (Colston, 1976), were individualized, process-oriented programs; counselor follow-up; positive feedback; and evaluation based on graduation and retention rates. Successful programs featured personalized instruction geared to the present capabilities of the program, instructor guidance and immediate feedback, the learning center as an extension of the classroom, multi-modal teaching strategies, and computerized instruction.

City and state task forces (Chancellor's Advisory Committee on Basic Skills, California, 1979; Slaughter, V. & Wiener, H., 1981; Two-Year College Development Center, State University of New York at Albany, 1984) surveying basic skills education in their respective community colleges report a need to establish measurable criteria to determine success of programs. Measurements suggested are standardized pretest and post-test exit exams, exit criteria for basic skills courses, achievement of individual student goals, completion/graduation from career programs, and academic eligibility to continue.

Dumont, R. & others (1981) emphasize a multiple design evaluation approach to satisfy measurement criteria of validity and reliability. They suggest short range measurements such as individual gain scores in a pretest/post-test model and long-range indicators involving student behavior after the program is completed. Some of these are grades in the next course, GPA after a specified number of semesters, GPA in the subject matter, credit accumulation and retention rates.

Corning's program involves a variety of the methods proven in the successful programs: individual learner-oriented instruction; careful diagnosis of individual needs; modular instruction with peer-tutorial assistance, audio-tutorial and computer-assisted instructional backup; close faculty supervision; strict attendance policies; and instant feedback. It has already satisfied short-term evaluation criteria since the completion rate has gone from 25-40% to 70-80%, and student pretest/post-test gain scores are significantly high. Previous studies (Walker, 1987a and 1987b) indicate that the developmental program, of which the writing skills program is a part, increases retention and grade-point averages. This initial evidence suggests that the program

is working. Study of student success in English courses will add to the evidence of the program's effectiveness.

Hypothesis

Developmental writing students who take EN 95 plus the writing skills module will do better in English courses than developmental students who take only EN 95: Basic Composition.

Methods

Subjects

Subjects were 145 entering freshmen in the fall of 1985 who were placed in English 95 Basic Composition based on scores on the Assessment and Placement Services Test (APST) for Community Colleges, Writing section, and an in-house writing sample. The experimental group consisted of 76 students who voluntarily took the writing skills modules in addition to EN 95. The control group consisted of 69 similar students who were also placed in EN 95 but elected not to take the writing skills modules. Students were tracked over four semesters.

The majority of the students had raw scores below 510 on the APST (below 50th percentile). Approximately 15% scored slightly higher than 510, but these students were placed in EN 95 based on the writing sample. There were 45 females and 31 males in the control group. Fifty-eight of the experimental group were between the ages of 17 and 25, and 18 were between the ages of 26 and 57. Fifty-three of the control group were between the ages of 17 and 25. Sixteen were between the ages of 26 and 57.

The group studied comprised the entire number of entering freshmen who took EN 95 in the fall of 1985 and is typical of the College's entering developmental students.

Variables

The dependent variables were the passing grade (C or better) in EN 95 and the mean of the average grades in subsequent English courses.

The independent variable was the treatment of the students. The experimental group took EN 95 plus the supplementary Writing Skills modules. The control group took EN 95 without the modules.

The scores on the placement test and writing sample fall in the same range for each group of students. The students took EN 95 and the other courses from all of the English faculty so teaching style should not be a consideration. There were approximately the same percentage of older, returning students in each group (23%), so motivation due to age should not be a factor. There was a higher percentage of females in the experimental group (59% versus 45% in the control group) and a higher percentage of males in the control group (55% versus 41% in the experimental group.)

Apparatus/Instruments

The APST is a placement examination designed to measure students' ability to do the kind of writing usually required of students in college. It focuses on the ability to recognize errors in grammar, usage, choice of words, and idiom. Emphasis is on sentence structure, logical relation of items, and clear expression of ideas. Scores on multiple choice questions like those used in the writing test are closely related to scores on essay tests that have been rated by a number of independent readers (Godshalk, et al., 1966; Buland, 1977, quoted in College Board, 1985).

Procedure

Students in the experimental and control groups were tracked over four semesters. Data was obtained from the College's statistical research department on college placement scores, age and sex of students, and grades in EN 95 and other English courses.

Analysis

Passing (C or better) and failing grades in EN 95 were computed for both groups, and a chi-square at .05 level was taken. Grades in subsequent English courses were averaged for each student, and a mean of these averages was taken for both groups. The College's numerical grade-point system was used in computing the averages. A two-tailed independent *t* test at the .05 level was then taken to determine which group had the better success rate.

Results

As can be seen in Table 1, 58 of the subjects taking EN 95 plus the Writing Skills modules passed EN 95 with a grade of C or better and 18 received a grade of N (no credit) or withdrew. Thirty-three of the group who took EN 95 only received a grade of C or better, and 36 received a grade of N or withdrew.

Table 1
Grade distribution for EN 95

	Passed EN 95 C or better	No Credit or Withdrew	
EN 95 plus WS Modules	58	18	76
EN 95 only	33	36	69
Totals	91	54	145

The chi-square on the data in Table 1 was 4.6055 (df = 1). This is significant at the .05 level.

Forty-two of the experimental group and 34 of the control group took college-level English courses. The mean grade in these courses for those taking EN 95 without the Writing Skills modules (control group) was 1.673, and the mean grade for those taking EN 95 plus the Writing Skills modules (experimental group) was 1.538. (See Table 2.)

Table 2

Mean grade in college-level English courses

EN 95 only	EN 95 plus WS modules
x = 1.673	x = 1.538

The t distribution equals .5942. (df = 74) This is not significant.

Summary

Conclusions

Since the chi-square (4.6055) for the EN 95 grades is signiciant, the hypothesis that developmental students who take EN 95 plus the Writing Skills modules will do better in English courses than the developmental students who take only EN 95 is confirmed at the Basic Composition level. However, the independent t of .5942 indicates there is no significant difference between the mean grades in subsequent English courses. Thus, the hypothesis must be rejected for English courses above Basic Composition.

Discussion

The significant chi-square would suggest that entering developmental writing students who taken EN 95 plus the Writing Skills modules have a better chance of completing Basic Composition at a level of C or better than students who taken EN 95 only. This may be due to the individualized instruction, tutor assistance, and close instructor monitoring of the program. The modules also enable the weaker English student to make up his or her deficiencies in a noncompetitive, reinforcing atmosphere.

The fact that developmental students taking the writing skills modules did not do better in subsequent courses than those taking EN 95 only would seem to confirm the Roueche and Mink (1975) findings on lack of carryover of basic skills learned in developmental courses. Since the study covers only four semesters, it may not truly reflect the long-term effect of the program on English grades. The sample may also be too small to be representative.

Recommendations

Since it has been demonstrated that the Writing Skills modules significantly improve Basic Composition success (short-range performance), the college might consider making the Writing Skills modules a mandatory component of EN 95. The fact that there seems to be no significant long-term retention of basic skills would suggest that perhaps weaker students need to take additional Writing Skills modules (ex. Paragraph Writing) to further strengthen their skills before entering the freshman English course. Developmental students might also profit from taking additional modules along with freshman English.

Since the majority of developmental students take approximately six to seven semesters to earn their Associate's degree, the study should be continued over a seven-semester period to more accurately reflect the developmental students' progress in college English courses. It would also enhance validity to enlarge the sample by tracking another freshman developmental group through their college career.

As Dumont, et al. (1981) advised, a study of retention rates, graduation rates, and overall grade-point average would contribute pertinent information about the long-term success of the developmental writing program. It might also be helpful to study the Writing Skills program's effect on other populations who use writing extensively, such as secretarial and paralegal students.

References

Baker, Roger G. (1982, March). A comparison of college freshman achievement in remedial English courses and in freshman composition courses at a two year college. Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York.

Bergman, Irwin & Robert Gerace. (1974, March). A followup study: How do basic skills students compare with non-basic skills students in some of their subsequent college studies? Report No. JC770112). (ERIC Document Reproduction Service No. ED 135 435).

California State Post Secondary Education Commission. (1983, January). Promises to keep: Remedial education in California's public schools and universities. Sacramento, CA.: Office of the Chancellor.

Chancellor's Advisory Committee on Basic Skills. (1979, October). Basic skills study report: Agenda item 4, A report to the Chancellor of Community Colleges, Sacramento, CA.

Clarke, Johnny Ruth, Marge L. Ford & John E. Roueche (1976). Developmental education in higher education. Advanced Institutional Development Program (AIDP) 2-year College Consortium, 2. Washington, D.C.: Office of Education.

College Board. (1985). Assessment and placement services for community colleges: Using and interpreting scores. Princeton, NJ: Educational Testing Service.

Colston, James A. (1976, March). Minority program in higher education: Alternatives to the revolving door. Paper presented at the annual meeting of the American Association of Community and Junior Colleges, Washington, DC.

Dumont, Richard G., & Others. (1981, May). Evaluating the quality of basic skills programs. Air Forum 1981 paper.

Edmonds, George G., (1979, April). An evaluation of the effectiveness of the writing component in a freshman remedial program at a community college. (Report No. CS205294). University of Maryland. (ERIC Document Reproductive Service No. ED 178 946).

Harris, Howard L. & C. Claudia J. Hanson. (1986). A comparative study of students in English preparatory courses. Sacramento, CA: Consumnes River College, Office of Research.

Joseph, Nancy. (1984). Integrated language skills: An approach to developmental studies. Lake City, FL: Lake City Community College

Kindle, James. (1981, April). Survival skills in a community college. Paper presented at the Annual Conference of the Western Colleges Reading Association, 14th, Dallas, TX.

Logsdon, Richard. (1978, March). The lab does work. Paper presented at the annual meeting of the American Educational Research Association, New York, New York.

Losak, John. (1971, February). Do remedial programs really work? Paper presented at the annual meeting of the American Educational Research Association, New York, New York

Rasor, Leslie (1980, June). Lane Community College skills training for disadvantaged students. Eugene, OR: Lane Community College.

Roueche, John E. & Oscar G. Mink. (1975, April). Toward personhood development in the community college. Austin: University of Texas.

Slaughter, Virginia. & Harvey S. Wiener. (1981). Basic skills programs at the City University of New York: Writing. New York: City University of New York, Office of Academic Affairs.

Two-Year College Development Center. (1984, September). Assessment of developmental programs for postsecondary occupational education students: A task force report. Albany: State University of New York.

Walker, Marion. (1987, January). Fall, 1983, students tracked for seven semesters comparing high school average, GED, no high school diploma: An update of the October, 1988 study. Corning: Corning Community College, Office of Educational Research.

THE CREDIT, CREDIT-FREE NEXUS

by
Jesse Gugino
Director of Continuing Education

James Ross
Dean

Renee' Caya
Training Consultant
Jamestown Community College
Cattaraugus County Campus

With colleges facing declining enrollments, there is much competition to attract students to institutions. Many colleges are aggressively chasing the traditional market for entry freshmen. The Credit-Free, or Life Long Learning area, however, is one that should not be overlooked as a means of generating a market to the college's credit program. This brings the potential to attract nontraditional students to the college, who, up until the time they entered a Credit-Free program, may not have considered returning to college. The opportunity to get these "students" involved in the traditional curriculum is then enhanced by stimulating their interest in training and learning.

Early in their Credit-Free experience the opportunity to achieve a degree should be made known to the students. This will foster a view of training as an ongoing process, not an isolated event of a short-term nature. The college gains new students from a large market that may have been previously overlooked. The adult learner develops an attitude of professionalism and interest in continued education. This will benefit not only the person but the community, as well as the college, by having a well-trained and educated work force.

There are several ways of developing a system of cross-referral of people from Credit-Free classes into the credit side of the college. This will naturally involve the Admissions Department. Colleges should actively pursue methods of enrolling adults into credit classes through planning with the Continuing Education and Admissions Departments.

During the first Credit-Free class, the instructor can distribute a package of information on Admissions, Financial Aid, special adult scholarship programs (if available), and the college brochure to the students. This marketing technique gives the person the feeling that they are getting something more than just the class. At the conclusion of the class, the Continuing Education Department can send the Admissions Department a list of who took the Credit-Free class, and what credit classes relate to

it. Admissions can then send the students a letter of introduction, telling them of the credit classes and encouraging them to consider continuing their educational experience. We now have the people thinking about further education beyond the Credit-Free class.

There are numerous examples of Credit-Free classes that relate to credit classes. Included among these are: Statistical Process Control--Introduction to Statistics; Supervisory Management Training--Organizational Behavior, Management Principles--Industrial Psychology; Introduction to Personal Computers, Lotus--Computer Science; Overcoming the Public Speaking Jitters--Public Speaking. As one reviews their Credit-Free schedule, and compares it to the credit schedule, there will be many other examples of this relationship.

Another method of developing a cross-referral system is marketing Credit-Free classes in the context of a seminar series with a Certificate of Award offered at the conclusion of the series. This provides an excellent incentive for the student, who now has a Certificate, to enter a program towards an Associate Degree. The achievement of an adult earning a Certificate in Labor Studies, Management Development, Child Care, or Computer Science cannot be ignored. These programs can be marketed as part of an Institute Program, with core and elective courses as part of the requirements. The secondary goal of such a program is to get the nontraditional student who does not have a degree, and perhaps has not thought about returning the college, to get involved in a degree program. Institute programs are also very attractive to the business and industrial community in upgrading the skill of their employees through the recognition the Certificate brings to them.

The college can also sponsor an adult learner seminar, a program with Financial Aids and Admissions personnel giving an overview of the college, and possibly former students providing testimonials about their experiences. Tailored specifically to adults, a seminar series, including sessions such as Using a Textbook, Getting the Most Out of Lectures, How to Take Tests, can build confidence in adults as they decide whether or not to return to school.

We believe it is essential to consider the Credit-Free student in the admission plans of the college. The process involves interdepartmental cooperation and planning. But it can become a means of generating a new market of adult students to the college. This will help with enrollment management, and provide well-educated and trained persons within the community.

"MITOSIS-MEIOSIS SQUARE DANCE"

by
Laura Zambrano
Assistant Professor, Biology Department
Hudson Valley Community College

The concepts of mitosis and meiosis are very difficult for students to grasp in an introductory biology lecture. The students realize that somehow the DNA is divided among the resulting daughter cells but often fail to understand how mitosis (somatic cell division) is different from meiosis (reproductive cell division). The following "mitosis-meiosis square dance" allows the students to physically play the role of chromosomes and to demonstrate the separation of the genetic material.

Materials and Facilities Needed

A small class size is preferable as most students can participate and the remaining observers will have a good view of the proceedings. The classroom should have some open floor space for the chromosome rearrangements. Pieces of tape on the floor can be used to mark the separate centriole pairs of the dividing cell. Large chromosome cards should be made, each having a number and a specific physical trait (such as eye color or hair texture). To simplify the exercise, I use only four chromosomes as follows: #1 chromosome-brown eyes, #2 chromosome-blue eyes, #3 chromosome-curly hair, and #4 chromosome-straight hair. Each chromosome is represented in duplicate so a total of eight cards needs to be made. Eight pieces of string about six-feet long will also be needed.

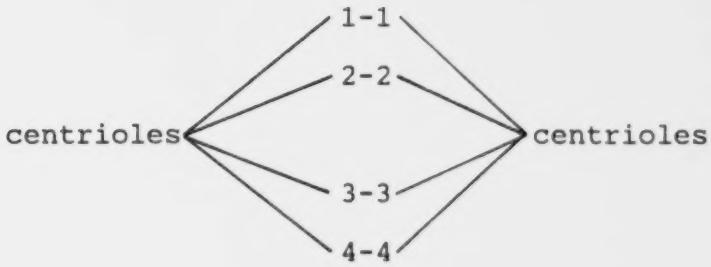
Preparation for Mitosis

An introductory discussion of mitosis helps to set the stage for the performance. The phases of mitosis are reviewed (prophase, metaphase, anaphase and telophase), and the purpose of mitosis is emphasized. (Daughter cells should receive the same number of chromosomes and the same information as the parent cell.) The necessity of the exact replication of each strand of DNA is stressed along with the timing of the replication (during the interphase preceeding the division). The term diploid number (normal number of chromosomes in a somatic cell) is defined for the class.

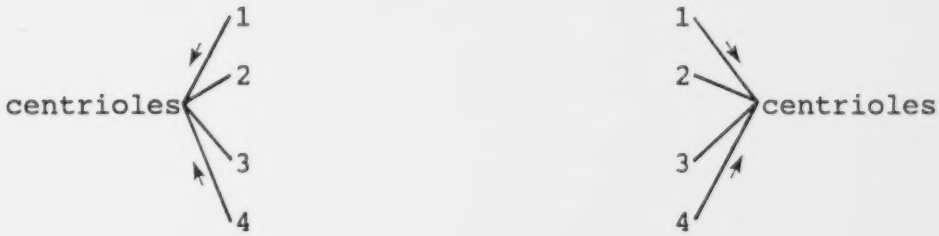
Mitosis

Eight volunteers are given chromosome cards and asked to assemble in the open space between centrioles. Questions that are posed to the students include the following: Why is each chromosome represented twice? (The DNA has replicated in preparation for division.) During which phase did that replication occur? (It occurred during the preceeding interphase.) What is the diploid number of this dividing cell? (4) Students are then asked to arrange themselves for metaphase of mitosis. If two

additional students stand at each centriole mark with strings (spindle fibers), these fibers can be attached to the identical strands of each chromosomes as shown in the diagram. The identical strands of DNA remain connected to each other by hooking arms.



One student remarked that this reminded her of a square dance! The participants are then asked to demonstrate anaphase. (Identical strands #1 to #4 separate and move towards opposite centriole pairs while being pulled by the spindle fibers.)



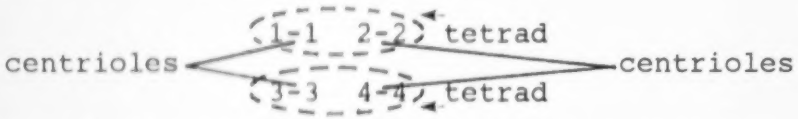
Questions are asked at this point: What is the chromosome number for each daughter cell? (4) Did each cell receive the complete set of genetic information? (Yes). The participating students sit down and time is provided to answer questions.

Preparation for Meiosis

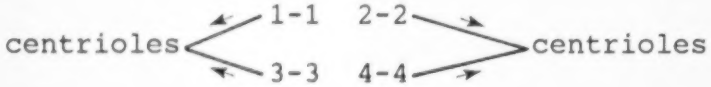
The purpose of meiosis is presented (reduction of chromosome number in half, the haploid number, in order to produce egg and sperm cells). The concept of homologous chromosome pairs is explained (pairs of similar chromosomes that are united at fertilization to form the diploid chromosome number). Using the chromosome cards as examples, the class picks out the two pairs of homologous chromosomes (#1 brown eyes with #2 blue eyes and #3 curly hair with #4 straight hair). It is pointed out that an homologous pair of chromosomes could code for different eye color (as above) or for the same color (both coding for brown eyes). Each physical trait is coded for by at least two chromosomes (the homologous pair). When sex cells are produced during meiosis, these homologous chromosome pairs have to be separated. Students are told that the original cell divides twice during meiosis so that there potentially will be four daughter cells produced.

Meiosis

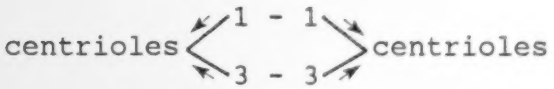
Eight new volunteers are enlisted to demonstrate for the rest of the class. Two more students can play the role of the centrioles and spindle fibers. The participants arrange themselves for the metaphase of the first division of meiosis. The students will usually reform as they did for metaphase of mitosis. I ask the question, "What is the best line-up formation that will separate chromosome 1 from 2 and 3 from 4?" I tell the students that the identical strands will remain attached during the first division. Usually some students in the chromosome group figure out the following pattern:

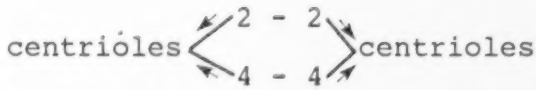


At this point in the exercise I point out the presence of tetrads (close clustering homologous chromosome pairs) and introduce the idea of crossing over genetic material. The anaphase of the first division then takes place. (The spindle fibers pull homologous chromosomes in opposite directions.)



A question-answer exchange proceeds as follows: What is the chromosome number of each new cell? (2) Is this the diploid or the haploid number? (haploid) Are we finished yet? (NO!) Why Not? (There is a second division of meiosis yet to come.) Each daughter cell is then requested to divide a second time, and this time the identical strands will separate.





More questions are presented: How many daughter cells will be produced? (4) What is the chromosome number of each? (2) Is that the diploid number or the haploid number? (haploid) If one of these cells were a sperm cell that fertilized an egg cell, how would the chromosome number change? (A sperm cell with 2 chromosomes joins an ovum with 2 chromosomes to form the diploid number of 4 chromosomes.) The participants are thanked for their demonstration and the discussion turns to the specific details of spermatogenesis and oogenesis.

Conclusion

This "mitosis-meiosis square dance" engages the students in active participation of a complicated process. The physical "square dance" through the two types of cell division helps to reinforce their similarities and differences. The "chromosomes" have the opportunity to make mistakes and correct those mistakes.

The audience has the chance to make suggestions to the "chromosomes." The instructor has the opportunity to emphasize specific concepts as cell division progresses. I have found the "mitosis-meiosis square dance" an innovative way to explain cell division to my classes.

RECRUITMENT BEGINS WITH RETENTION: RETENTION BEGINS WITH RECRUITMENT

by
Alan Seidman
Director of Admissions
Westchester Community College

The ability of a student to become integrated into institutional life has been shown to be a key to retention. Institutions therefore plan activities around this notion to attempt to integrate or "fit" students socially and academically into the institution with varying degrees of success. The greater the congruence between the student's values, goals, and attitudes and those of the college, the more likely that the student will persist at the college (Tinto, 1975, 1987; Pantages & Creedon, 1978; Lenning, et al., 1980; Pascarella, 1982; Pascarella, et al., 1986; Forest, 1984; Crockett, 1984; Creamer & Atwell, 1984).

Retention begins with the admissions process. Admissions materials and personal contacts, and the expectations they build, can play a major role in a student's adjustment to the institution. Information provided to students must be realistic or students are going to be frustrated by the lack of congruence between themselves and the institution (Noel, 1976). Noel also states:

> . . . that it is critically important to achieve a good student/institutional "match-up" early. Specifically for the student it means the right institution, the right program, the right course-entry level. . . (p. 34).

Cope and Hannah (1974) argue that lower attrition rates reported by prestigious private universities and state-supported universities with national reputations are attributed to student self-selection. This self-selection increases the compatibility or "fit" between the student's interests and needs with those of the institution's environment.

Litten and Brodigan (1982), in a study in conjunction with The College Board and Carleton College, sent a questionnaire to students and parents in six metropolitan areas. The purpose was to ascertain parent and student perceptions of colleges and information desired during the college selection process. They found that although students and parents differed somewhat on item importance, they desired information regarding cost, program offerings, and transferability among others. They received this information from high school counselors, college literature, and campus personnel during college visits.

Chapman (1981) points out that due to the expected decrease in college enrollments, colleges, in their zeal to recruit students persist in the belief that they can affect students' choices by merely modifying their institutional descriptions or the targeting of their recruiting. He implies that colleges should improve the information they make available to prospective students to help improve student choice. Chapman says that students select colleges in which they believe they can get courses they need to enter graduate school or to get jobs. Also, many students enter college with unrealistic expectations of the college environment. Hence, it is important to supply the prospective student with accurate information.

This is also supported by Bean (1982) who feels that colleges should have outreach programs for parents and students. These programs should make parents and students aware of college programs and services. They should also serve to provide a supportive environment for students who are concerned about whether or not they made the right choice in coming to the college in the first place.

Lenning and Cooper (1978) also point out the need to provide adequate information regarding institutions of higher education to prospective students. They refer to a number of studies that showed that students would not have attended or did not attend certain institutions due to the lack or clarity of information they received. Not providing accurate nor comprehensive information to students:

> . . . can result in an unwise choice of institution or programs of study and, consequently, low student morale, high attrition rates, and future recruiting problems. Conversely, adequate information can enhance morale and recruiting and retention. . . (p. 3).

Therefore, information provided and communicated to the student by the institution is of the utmost importance. Institutions, through their literature and communication by admissions officers can help students make an informed college choice.

Tinto and Wallace (1986) and Grites (1979) argue that student institutional "fit" can be accomplished at the time of college selection and therefore minimize incorrect college choice on the part of the student and increase retention. Tinto and Wallace say:

> . . . involving admissions officers in retention efforts requires that institutions adopt a new view of admissions, one that emphasizes the educative function of the admissions process in the undergraduate experience and restores the once traditional role of admissions officers in counseling and advising prospective students (p. 291).

Tinto and Wallace go on to say that admissions officers can help individuals develop reasonable expectations about their education, thereby sparing student disappointment with the institution later. The admissions officer can also help students select the college that best suits individual needs, thus reducing incorrect choices. By doing these things admissions officers:

> . . . can help engender among those students who enroll a growing commitment to the institution. Individual commitment to the institution . . . is the key to institutional retention (Tinto & Wallace, P. 292).

This is supported by Grites. He states that not only does the advising of the student begin with the student's initial experience with the institution, the admission process, but so also does the retention of the student. A potential student needs to be recruited through the "best fit" approach. That is, the potential student needs to be appraised of institutional values and ethos.

Alfred (1973) believes that the direct communication of college characteristics to prospective students is essential if they are to have realistic expectations of the college. It is the responsibility of the college to disseminate information to prospective students through appropriate personnel.

Also, Maguire and Lay (1981) feel that institutions should determine how accepted applicants view the institution. If perceptions are inaccurate, ways should be found to clarify what the institution has to offer. This can be accomplished by providing accurate information regarding the institutional services and program offerings at the time of application.

Ramist (1981) also supports the notion that early awareness of college characteristics is important. A student's dissatisfaction discovered after enrollment can lead to student displeasure with the institution. Therefore:

> . . . colleges should consider providing all information deemed relevant for an informed decision. . . including accurate cost projections, expected student performance, current student and faculty perceptions, a complete description of student service, a description of student life, a description of all academic options. . .and the assessment by graduates of the relationship between their education and job requirements (p. 27).

If a prospective student's characteristics (aptitude, interests, expectations, etc.) are recognized by the institution of interest, the greater satisfaction the student will have with

the institution. Admissions officers should be educators in providing institutional information to prospective students to help insure "best fit" (Grites, 1979).

Creamer (1980) also believes that retention begins with recruitment. He says that if the wrong students are admitted, it may be impossible to hold them. He goes as far as to say that:

> It may be unethical to recruit students with characteristics dissimilar to those of students who persist in an environment or whose attitudes and goals do not "fit" the institution (p. 12).

Attrition studies at commuter institutions, according to Bean and Metzner (1985), found that a student's perception of the relevancy of a college education was related positively to persistence. Rootman (1972), in his study of the United States Coast Guard Academy, found that the lack of "fit" between the individual and his socializing environment were the major determinants in withdrawal from the Academy. Lack of knowledge about the Coast Guard Academy in relationship to the information regarding other service academies (West Point, etc.) may cause the individual to be less aware of the academic and social experiences they will encounter.

This is supported by Bean (1985) who found that for freshmen the institutional fit had the greatest influence on dropout syndrome. He says:

> Regardless of its source, a feeling of belonging or fitting in at the institution was most important during the freshman year, but also remained important during the sophomore and junior year (p. 55).

It is evident from the preceding that admissions officers can play an important role in the recruitment and retention of students. The process of recruitment is not exclusive of retention. Rather, they are interrelated. A good recruitment program is in essence a good retention process, while a good retention process is a good recruitment program. In other words, matching student attributes with institutional attributes will contribute to student satisfaction with the institution. This in turn will reflect positively on the institution as satisfied customers relate their positive experiences to others.

References

Alfred, R. L. (1983). Student attrition: Strategies for action. Kansas City, MO: Metropolitan Junior College District. (ERIC Document Reproduction Service No. Ed 085 064).

Bean, J. P. (1982). Student attrition, intentions, and confidence: Interaction effects in a path model. Research in Higher Education, 17, No. 4, 291-320.

Bean, J. P. (1985, Spring). Interaction effects based on class level in an explanatory model of college student dropout syndrome. American Educational Research Journal, 22, No. 1, 35-64.

Bean, J. P., & B. S. Metzner (1985, Winter). A conceptual model of nontraditional undergraduate student attrition. Review of Educational Research, 52, No. 5, 490-505.

Cope, R. G., & W. Hannah (1974). Revolving college doors. New York: John Wiley & Sons.

Creamer, D. G. (1980, Spring). Educational advising for student retention: An institutional perspective. Community College Review, 7, No. 4, 11-18.

Creamer, D. G., & C. A. Atwell (1984). The great debate: Academic advising. Community and Junior College Journal, 54 (8), 18-20.

Crockett, D. S. (1984). Advising skills, techniques, and resources. Iowa City, Iowa: The ACT National Center for the Advancement of Educational Practices.

Forest, A. (1982). Increasing student competence & persistence: The best case for general education. Iowa City, Iowa: The ACT National Center for the Advancement of Educational Practices.

Grites, T. J. (1979). Academic advising: Getting us through the eighties. AAHE-ERIC Higher Education Research Report No. 7, Washington, D.C.: American Association of Higher Education.

Lenning, O. T., P. E. Beal & K. Sauer (1980). Retention and attrition: Evidence for action and research. Boulder, Colorado: The National Institute for Higher Education Management Systems.

_____, & E. M. Cooper (1978). Guidebook for colleges and universities: Presenting information to prospective students. Boulder, Colorado: The National Institute for Higher Education Management Systems.

Litten, L. H. & D. L. Brodigan (1982, Spring). On being heard in a noisy world: Matching messages and media in college marketing. College and University, 242-264.

Maguire, J. & R. Lay (1981, Winter). Modeling the college choice process: Images and decision. Colleges and University, 123-139.

Noel, L. (1976). College student retention- a campus-wide responsibility. The NACAC Journal, 21, No. 1, 33-36.

Pantages, T. J., & C. F. Creedon (1978, Winter). Studies of college attrition: 1950-1975. Review of Educational Research, 48, No. 1, 49-101.

Pascarella, (ed.)(1982). Studying student attrition. New Directions for Institutional Research, No. 36, San Francisco: Jossey-Bass.

_____, J. C. Smart & D. A. Ethington (1986). Long-term persistence of two-year college students. Research in Higher Education, 24, No. 1, 47-71.

Ramist, L. (1981). College student attrition and retention (College Board Report No. 81-1). New York: College Entrance Examination Board.

Rootman, I. (1972). Voluntary withdrawal from a total adult socializing organization: A model. Sociology of Education, 45, 258-270.

Tinto, V. (1975). Dropouts from higher education: A theoretical synthesis of the recent literature. A Review of Educational Research, 45, 89-125/

_____ (1987). Leaving college: Rethinking the causes and cures of student attrition. Chicago: The University of Chicago Press.

_____, & D. Wallace (1986, Summer). Retention: An admission concern, College and University, 290-293.

MAKING THE GRADE: EDUCATIONAL PROBLEMS WITHIN THE GRADING SYSTEM

by
Saul Podhorzer
Department of Social Sciences
Fashion Institute of Technology

Are today's college students interested in getting good grades or are they interested in obtaining a wholesome education? My answer to this question is based on six years of teaching experience at four different colleges in the New York City area, including the Fashion Institute of Technology.

For most students maintaining a high grade point average takes precedence over the quality of their education. By the time they reach college, most students are already conditioned to believe that good grades are their most important achievement. Undoubtedly, the educational system as well as parents foster this impression throughout the educational process. What many educators don't realize is that the strong emphasis on getting good grades may have negative consequences on the intellectual development of our students.

Grade-oriented students focus on the easiest way to maintain good grades with the least amount of effort. Their grade orientation is reflected in their cognitive styles, as well as their educational preferences. In the classroom, these students prefer highly-structured note taking to innovate classroom discussions. They prefer simple memorization and rote learning to more sophisticated creative endeavors. They tend to be most satisfied with an authoritarian instructor who formally sets clear rules about how to obtain good grades in class. Lectures which focus on conservative, conventional materials are often preferred over the presentation of novel ideas and unusual topics. Most student prefer to take multiple choice or true-and-false exams and do not like to write essays, term papers or to give oral presentations. All of these preferences and cognitive strategies appear to reflect the student's desire to obtain good grades.

These observations led me to perform an informal psychological study of students' classroom preferences. I created a survey that inquired about the cognitive strategies and preferences of college students. The results of this survey confirmed my observations of their grade-oriented behaviors. The majority of students indicated that they preferred: a highly-structured classroom atmosphere, an authoritarian leader, formal lectures with highly-organized notes, conventional course content, and exams that involved recall or recognition rather than reconstruction and creative thinking.

In order to determine whether the grading system was affecting students' preferences, I altered the administration of the survey by introducing new instructions. The new instructions requested that student imagine that they were in an educational system where they would not be graded. The students were told to suppose that the only thing they would get out of the classroom experience would be what they learned. They were told to imagine themselves in a psychology class where they would be learning for the sake of learning and not for the purpose of getting high grades. After presenting these new instructions, I readministered the same questionnaire.

The results of the second survey were enlightening. The responses of the majority of students had shifted to the opposite end of the scale. After giving the new instructions, the majority of students now preferred an unstructured informal classroom atmosphere. The students' responses now indicated a preference for classroom discussion, creative thinking, and new ideas in a relaxed, free-style atmosphere. They now preferred an instructor with a more democratic-egalitarian leadership style. In addition, these students appeared to be more willing to write essays or term papers and engage in creative projects.

When I discussed the results of the survey with the students, they did not appear to be surprised. Many of the students admitted that they were aware of their grade-orientated behaviors. A few of the students even boldly admitted that they felt that grades were more important than learning. Some students rationalized their grade-orientated behavior by suggesting that good grades were necessary to get a good job and make more money. Interestingly enough, when these students were asked which educational system they preferred, the gradeless system that they imagined or the current grade-oriented system, they indicated that the preferred the gradeless system. After an extended discussion, I asked the students which type of classroom organization they would prefer for the rest of the semester. The majority of students indicated that they preferred the usual grade-oriented structure. They explained that their gradeless preferences would be impractical and unrealistic given the current grade-oriented educational system.

Perhaps the most devastating negative side effect of the grade-oriented educational system is that it promotes cheating behavior on the part of many students. Seeking higher grades, many students incorporate a Machivallian point of view and assume that "the ends justify the means." Previous research, as well as personal observation, indicates that when given the opportunity, most college students will cheat on exams. Plagiarism is so rampant that businesses that sell term papers to college students have thrived and even advertise on campus bulletin boards. These and other unethical academic activities may stem from the enormous pressure placed on students to get good grades.

Another negative side effect of the grading system is that it undermines the intrinsic interest of students. Rather than focus on internal aspirations and educational goals, grade-oriented students focus on external grade-oriented rewards. The education process turns into a game in which the student tries to score rather than learn. As students grow tired of the game, learning becomes a chore rather than the pleasurable experience that it was meant to be. This lack of interest causes students to try and minimize their work load, procrastinate their studies, and rejoice over cancelled classes. College often becomes a burden rather than a satisfying experience, and many students suffer educational burnout as a result of grade-oriented pressures. As students become sick of school their desire to learn disappears.

The problems that result from the current grade-oriented educational system are not easy to resolve. Educators must have some general method of evaluating and grading their students. These grading systems lead to the granting of degrees and credentials which indicate that students have successfully completed a course of study. As colleges grow and classes become larger it becomes more difficult to evaluate students individually. The use of standardized tests and objective grading procedures is solidly rooted in the modern educational system.

If the negative psychological effects of the current grading system are not altered, other serious problems could arise. The degrees and credentials awarded by educational institutions are supposed to represent academic achievements and accomplishments that will lead to productivity in the "real world." Unfortunately, the grade-oriented behaviors that students use to obtain their degrees do not result in a comprehensive education. In addition, grade-oriented behaviors may not be applicable to real life situations and may not fulfill society's need for well-trained individuals.

The grade-oriented educational system may be producing students whose grades do not adequately reflect their accomplishments or capabilities. It is ironic that the grading system itself is producing these problems. Given this dilemma, what can be done to fulfill educational objectives? Since the problem is systemic, there is no simple solution.

The problems associated with grade-oriented students stem from the goal structures introduced by the educational system. These goal structures (e.g., test grades, class grades, grade-point average, entrance exam grades, etc.) are present throughout the educational process. They are created by educational administrators as well as instructors. In order to be effective, changes in the grading process must take place throughout the educational system.

The first step towards a solution is to bring the problem to the attention of educational decision-makers, administrators and instructors. Once educators become sensitive to these issues,

they can begin to reassess thee evaluative process and introduce changes at various levels of the educational system.

SPEECH INTERVENTION IN A COMMUNITY COLLEGE: A UNIQUE APPROACH

by
Iris Weinhouse
Coordinator, Speech Clinic
Rockland Community College

While it may be assumed that the speech clinic at Rockland Community College is a very unique program, a recent survey of the SUNY Community Colleges confirmed the fact. Of the 28 colleges contacted, not one of them has a Speech Clinic available for the use of the students and faculty similar to the one at Rockland. This type of service is most typically found at four-year institutions with Speech Pathology/Audiology Departments, in hospitals, or in private centers. As a full-time licensed Speech/Language pathologist I am able to intervene and offer therapeutic services to the college community. I strongly believe other two-year institutions should offer the same service.

With whom does the clinic work, and what would require such service? Why not let a Speech or English faculty member offer this help? Speech/Language Pathologists have been trained in many areas. We have had anatomy courses to understand underlying structures and deviations and phonetics to analyze speech errors. We have had courses in normal development, language delay, and other types of disorders. We have learned to analyze and treat voice disorders and fluency problems such as stuttering. Often a Speech/Language Pathologist is on a team working with learning disabilities specialists and can help in this area. We have also taken courses in audiology and the therapy involved in rehabilitating the hearing impaired. All of these disorders and others can be found in college-age populations.

The clinic's present caseload includes a 40-year old man with bilateral, severe hearing loss who need constant monitoring of his speech production. The clinic also worked with a young man with cerebral palsy and one with a repaired cleft palate. These are some of the individuals who need specialized intervention that only a Speech Pathologist can provide. The State of New York also requires a license for anyone practicing speech therapy, which Speech and English professors rarely have.

Studies have indicated that approximately 10 percent of the population suffers from speech and hearing disorders. The profession of Speech/Language/Hearing Pathology is now celebrating its fortieth anniversary, and there are 42,000 Speech/Language Pathologists across the country, 72 percent of whom are currently working directly with clients in clinical settings.

This 10 percent figure has been elaborated recently by ASHA (American Speech/Language/Hearing Association). For persons under 18 years of age, the number with hearing impairments is 2.4 percent and with speech impairments it is 1.5 percent. This figure, however, does not include individuals with foreign accents. For individuals between 18-44 years the figure is respectively 5.4 percent and 0.5 percent, with dramatic increases in both areas in the elderly population.

You are probably familiar with the Speech/Language Pathologist working in the school system, K-12. One would assume that all the students' communications problems would have been eliminated in these lower grades. Not so! For a variety of reasons, these disorders may not have been completely remediated in the lower grades, and we find a percentage of students during the clinic's screening process who have speech problems, such as a lisp or stutter. We also have handicapped students at the college who want therapy to prevent deterioration of their present verbal abilities.

Because of the prevalence of speech disorders in the college-age student population, the the fact that many of our students could not afford, or would not go, to other institutions or to private centers for help, Rockland decided to do something to help these individuals. The speech instructors at Rockland also noted that in their speech course, Public Speaking or Voice & Diction, there were individuals who needed more specialized help for speech and voice problems than could be given in the class. These students need the privacy that a speech clinic provides. Seeded with funds from a VEA grant that covered the handicapped and disadvantaged population, the Speech Clinic of the College was conceived and implemented.

Physical Plant

When I arrived at the college, my first priority was to identify a suitable location for the clinic. It was decided that the clinic should be a separate entity to provide the privacy needed. The lower level of the library building was the ideal location for us because we hold many tutoring and remedial programs in this area, and it was easily accessible for handicapped individuals.

Based on my experiences, I was able to design the clinic itself and it was built to my specifications. We have an area approximately 30 x 30 feet divided into three therapy rooms, one office, and a soundproof room that houses facilities for hearing testing. There is also a small reception area for the secretary. Between two of the therapy rooms is a two-way mirror that allows for unobtrusive observation of a session. This has been convenient when interns from various local colleges visit the clinic.

These Speech Pathology students can observe therapy without disturbing the clients. There is a microphone in the therapy room which allows for sound pick-up so that all verbal interaction is readily heard.

Foremost among the many unique features of the clinic is the fact that speech intervention is being done by a licensed speech pathologist in a separate area built just for this purpose. The Speech Clinic services are strictly for students, faculty, and staff, and not for any outside community members.

The clinic can work with any type of problem and, in the past, has been able to assist students with handicaps such as cerebral palsy, hearing loss, or a cleft palate to improve their speech skills. Several stutterers have come to the Speech Clinic for help. Some of them were international students who never had any opportunity to work on this problem in their native country. A large part of the caseload consists of international students presently enrolled in ESL classes or regular college courses, who realize the need to remediate their accent and improve their verbal skills. We also work with individuals who have regional accents and help them to get better jobs because of their improved verbal communication skills.

Client Referrals

During the registration process at the beginning of each semester, the English/Speech faculty and I screen the speech of all incoming students. We talk to them briefly and then if there is a need for individual speech help (e.g., a lisp, accent or stutter), we tell them about the Speech Clinic. There is no fee charged for the services. We never tell them they must attend, but we try to point up the need for good, clear speech. Approximately 50 percent of the clients in the clinic have come from this screening process.

Rockland does not require a speech course in all of its programs, only some. In this manner, it is the same as five other community colleges in the SUNY system, according to my survey. If a course is required by these colleges, it is one in some form of public speaking. This will address certain aspects of verbal communication, but cannot really help those students who need individual work for poor pronunciation, poor vocal habits, or stuttering. Of the 28 respondents to my survey, 17 (61 percent) do not require any sort of speech course for graduation. Virtually all of these colleges offer remedial help in writing and reading skills, but not in the area of speech.

Only one college in the survey had any program to help students with speech problems. At this institution the students are screened, referred by faculty, or are self-referred. They work in groups in the classroom or individually with a faculty member during office hours. The faculty member has had undergraduate

courses in Speech Pathology, and last year they offered assistance to 13 such students. At Rockland's Speech Clinic, we were able to serve the needs of over 100 students who received mostly individual help or small group instruction.

The college community at Rockland has been very supportive of these services. One of the most important reasons for this is that the Speech Clinic has been widely publicized. When I first came to the college, I attended departmental meetings and the general faculty meeting to inform the faculty of what the clinic could do for both students and staff. One of the first people to contact me was a teacher who consistently lost his voice three weeks into the semester. I was able to help him use his voice correctly, and he can now teach the entire semester without losing his voice. We then proceeded to offer faculty in-service courses. Working with small groups of faculty members, I ran hands-on workshops showing them how to improve their own voice and pronunciation. These were extremely popular and had a secondary effect of letting more faculty know about the clinic's services.

Now, routinely at the beginning of the semester, the clinic sends out a college-wide reminder about services with a referral form. I also speak for a few minutes in the Advanced, Intermediate, and Bridge classes of ESL students. This works better than having the instructors hand out information about the clinic. Brochures about the clinic are placed around the campus, and several students have found their way to the clinic because of these.

Efforts in improving verbal skills have gone beyond the Speech Clinic, however. In the evening I teach short courses in Accent Remediation for Foreign Born and Improving Voice and Diction for Native Speakers. This is done through our credit-free program and serves a need in the community. The Director of Continuing Education for Health Care Professionals has picked up on these services, and we now offer a course in Accent Remediation for Health Professionals. Given the number of foreign employees at hospitals and nursing homes, there is a desperate need for this type of program. Last semester we offered this course at a nursing home and had a class of 20 (too many, but such was the demand). These nurses were primarily from Thailand, Cambodia, and India. The Nursing Department is now one of the most active referral sources.

With all these referral sources now in place, there is a waiting list for services at the clinic. This is a definite indication that the service is wanted and needed by the students - and faculty.

Services Provided

Any student who comes to the clinic is given an appointment for a speech evaluation. This consists of a systematic evaluation of sound production and voice quality as well as a hearing

screening. As the result of this evaluation, we determine if the student needs individual therapy sessions. If these are warranted, she/he will be given a regular weekly appointment. I then work with the student for 45-minute individual weekly sessions.

Because of my background in speech pathology, I can frequently observe other problems with the student aside from the one which brought him/her to the clinic. In one instance an Indian student was referred by a faculty member because he couldn't understand her speech and thought there was a serious problem, aside from the accent. It turned out she too had a severe lisp that was evident in speech - whether in her native language or in English. A Haitian student came to the clinic for work on his accent. Careful analysis revealed not only a lisp, but a tongue thrust (abnormal way of swallowing) and a stutter. He was a real challenge! These problems might have been eliminated earlier, but these countries do not have speech pathologists in the public school setting.

Conclusion

One of the goals of most community colleges is to graduate students who are effective communicators. This should not mean just in the area of reading, mathematics, and writing skills, but should also include speaking skills. Even American students have poor speaking skills which are the product of bad habits. These habits have produced defective articulation of sounds and/or production of the voice. These problems, when alleviated, may make the difference in their ability to get a good paying job or a promotion as opposed to remaining in a dead-end position. Whatever the cause or problem, a Speech/Language Pathologist can help these students reach their true verbal potential. Community colleges should begin to implement services to do just that. I hope in the future that the Speech Clinic at Rockland Community College is not as unique as it is now.

About the Contributors

Carr
Sally Carr is Professor of English and Director of Writing Skills at Corning Community College. She has taught at the college since 1975. In addition to developing the current Writing Skills program, she helped shape the English curriculum for the college's prison program at Elmira Correctional Facility. She also teaches creative writing and has served as advisor to Scop, the college literary magazine, and The Inside Story, its prison counterpart. She received her B.A. in English from Houghton College and her M.A. in American Literature from Alfred University.

Caya
Renee' M. Caya received a Bachelor of Arts degree from St. Bonaventure University, and a Masters Degree from Alfred University. Work experience includes District Office, Research Assistant to the New York State Assembly for the Majority Leader and copywriter/radio announcer for Erin Communications, Inc. She is a member of the Continuing Education Association of New York, the Southern Tier West Human Resource Development Committee, and the Olean Area Industrial Management Council. Ms. Caya is a tutor for Empire State College and and Instructor at Jamestown Community College. She has been nominated to the 1989 edition of Who's Who in U.S. Executives. Ms. Caya is the Training Consultant for the Cattaraugus County Campus of Jamestown Community College.

Desmond
John Desmond is an Instructor of English at Dutchess Community College. He teaches developmental and basic composition, journalism, and technical writing. He received his B.A. in English from the University of Connecticut and his M.A. in English from the University of Wisconsin-Madison. He is debating with himself whether he should learn Word Perfect 5.0 or stay with Word Perfect 4.0 and quit while he is ahead.

Gugino
Jesse Gugino received a Bachelors Degree from State University of New York College at Geneseo, and Masters Degree from the University of Iowa. Mr. Gugino presented papers at the Sixth and Seventh Annual Convention of the International Association for the Scientific Study of Mental Deficiency in Toronco, Canada, and New Delhi, India. He was a presentor at the University of South Carolina's 1988 National Conference on the Adult Learner. He is on the Board of Directors of the Olean Chamber of Commerce, is an Instructor for Jamestown Community College, a tutor with Empire State College, and is a member of the Continuing Education Association of New York. Mr. Gugino is the Director of Continuing Education at the Cattaraugus County Campus of Jamestown Community College.

Marrow
Dr. Alvin J. Marrow currently serves as Associate Dean for Human Communications and Behavior at Genesee Community College. As Associate Dean, he is responsible for the administrative leadership of the on-campus faculty and staff in the humanities, social sciences, developmental studies, and health, physical education, and recreational areas. Prior to coming to Genesee, he was the Chairman of the Social Sciences Division at South Florida Community College. He has written a number of papers on administrative and instructional innovation and has shared his ideas in presentations at various professional conferences. He is a past recipient of a NEH/Florida Endowment for the Humanities research grant in local history, a past Chairman of the Faculty Commission for the Florida Association of Community Colleges, and a former President of the SFCC Faculty Forum. He earned his B.S. degree from the United States Military Academy (Engineering), an M.A. degree at Florida State University (International Affairs), and a Ph.D. degree from Florida State University (Higher Education Administration).

O'Sullivan
Dr. Wayne M. O'Sullivan is Professor of History and Director of the Center for International Education at Erie Community College.

Ross
Dr. James J. Ross received a Bachelor of Science Degree from Salem College, a Masters from Illinois State University, and a Ph.D. from SUNY at Buffalo. He has attended Harvard University Institution of Education Management, and won the 1986 Silver Medal in the Council for the Advancement and Support of Education National Awards competition. He has served as the Dean of Student Affairs at Philadelphia College of Textiles and Science, the Assistant Vice President for Student Affairs at SUNY Buffalo, and was on the faculty of North Carolina State, Illinois State, SUNY Buffalo, and Springfield College. Dr. Ross is the Dean and Chief Executive Officer of the Cattaraugus County Campus of Jamestown Community College.

Seidman
Alan Seidman has been the Director of Admissions at Westchester Community College since 1978. Prior to that he was a teacher in the Glassboro Public Schools from 1971 to 1975. He was an Assistant and then Director of Admissions at Cayuga County Community College from 1975 to 1978. He earned his B.A. and M.A. from Glassboro State College in New Jersey. He is currently an Ed.D. Candidate (expected in the fall of 1989) in Educational Administration at Syracuse University.

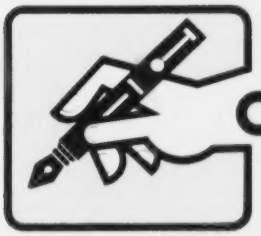
Podhorzer
Professor Saul Podhorzer began studying psychology over fifteen years ago. He recently receive a Ph.D. in Personality and Social Psychology from the Graduate Center of the City University of New York. Professor Podhorzer has been involved in various research

projects including studies on temptation, risk-taking, group formation, conflict in the Middle East, therapeutic groups, helping the disabled, and educational issues. He has been teaching psychology for the past seven years and is currently in the process of publishing a book and several articles based on his research.

Wagner
Patricia Wolf Wagner is an Assistant Professor of English and Coordinator of the College Teaching Center at Tompkins Cortland Community College. She received a B.S. in English from Lyndon State College in Vermont and an M.S. in English from the SUNY College at Cortland. Pat first employed peer tutoring techniques when teaching first and second grade in Waukegan, Illinois, then continued using this approach to teach junior and senior high school in inner-city Chicago, in the suburbs of New Jersey, and in the rural Northeast Kingdom of Vermont. During her eight years at Tompkins Cortland, Pat has been Director of the Writing Lab where she effectively incorporated peer tutoring to help successfully serve over one thousand students each year. She has also taught courses in Basic Writing Skills, English Composition, and Approaches to Literature. Currently she enthusiastically divides her full-time position between teaching English and being the founding Coordinator of the College Teaching Center, which was created at the college to enhance student learning through the improvement of teaching. Pat takes pride in being part of the SUNY family through not only graduating from SUNY and working for a SUNY community college, but also being married to the Director of Admissions of the New York State School of Industrial and Labor Relations at Cornell University, and having children who have attended or are currently attending Tompkins Cortland Community College, the SUNY College at Potsdam, and the New York State School of Human Ecology at Cornell University.

Weinhouse
Iris Weinhouse holds a Ph.D. in Speech Pathology from City University of New York and an M.A. and B.A. in the field from Brooklyn College. She is currently Coordinator of the Speech Clinic at Rockland Community College. Her previous positions have included teaching Speech Pathology, Public Speaking, and Voice and Diction courses at two- and four-year institutions in the metropolitan area. She also holds workshops for industry and government agencies in accent remediation and public speaking, as well as maintaining a private practice.

Zambrano
Mrs. Laura Zambrano has taught anatomy and physiology at Hudson Valley Community College for more than 15 years. She also teaches anatomy to Physician's Assistant and Mortuary Science majors. Prior to working at Hudson Valley Community College, Mrs. Zambrano taught microbiology and general biology for three years at Massachusetts Bay Community College. She has an M.S. degree in Microbiology from the University of Illinois and a B.S. degree in Medical Technology from the University of Michigan.



COLLEAGUE

1990

CALL FOR PAPERS

State University of New York community college educators are invited to submit articles for inclusion in **Colleague**, an annual collection of articles on teaching and administration at community colleges. The publication is cosponsored by the Association of Presidents of SUNY Community Colleges, the SUNY Faculty Council of Community Colleges, and the University's Central Administration Office of Community Colleges.

SUBJECT: Analysis, problem solving, interpretation, research or reporting concerning philosophy, issues, programs and techniques in teaching and administration at community colleges.

LENGTH: Full-length articles of about 2,000 to 3,000 words and shorter reviews of books or equipment (manuscripts should be typed and double-spaced).

REVIEW OF ARTICLES: Attention will be given to both the subject matter and quality of presentation.

DEADLINE: October 15, 1989

WHERE TO SEND MANUSCRIPTS: Office of Community Colleges, State University of New York, State University Plaza, Albany, New York 12246

PUBLICATION DATE: Winter, 1990

QUESTIONS: Feel free to contact Charles A. Burns, at the above address or telephone (518) 443-5129.

THE EDITORIAL BOARD COLLEAGUE

ERIC Clearinghouse for
Junior Colleges JUN 16 1989